



"Dispersione Scolastica Addio"
La professionalità docente per garantire il successo scolastico

Edited by



DYNAMIC MODEL DI.SCOL.A.

A NEW WAY TO SUPPORT
TEACHERS' PROFESSIONALISM
FOR IMPROVING
THE QUALITY OF EUROPEAN SCHOOL
IN THE KNOWLEDGE SOCIETY

ANICIA



Leonardo da Vinci

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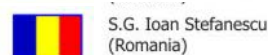
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Istruzione e cultura

Leonardo da Vinci

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CONTENTS

CONTENTS	4
FOREWORD – AIMS OF THE USER'S MANUAL	6
INTRODUCTION – DI.SCOL.A. PROJECT	8
1. General intents of the project	8
2. Specific targets of the project	8
3. Organisation of the project	8
4. Achieved innovation	9
5. Logic Framework	9
6. Scholastic System and Scholastic Success	10
7. Glossary of the DI.SCOL.A. project	11
8. The DI.SCOL.A. project web site	12
PART 1 – GOOD EUROPEAN PRACTICES SUPPORTING THE TEACHERS' PROFESSIONALISM IN THE SECONDARY SCHOOL	14
Chapter 1 – GOOD EUROPEAN PRACTICES AND CONSEQUENT MODELS	14
Chapter 2 – THE GOOD PRACTICES OF TEACHERS' TRAINING	15
Chapter 3 – RESULTS EMERGING FROM RESEARCH: FIRST GUIDELINES FOR THE DEFINITION OF DYNAMIC MODELS OF TRAINING ON TEACHERS' PROFESSIONALISM	17
PART 2- DI.SCOL.A. DYNAMIC MODEL – A NEW WAY OF SUPPORTING TEACHERS' TRAINING	20
Chapter 1 – THE STRUCTURE OF THE DYNAMIC MODEL DI.SCOL.A.	20
1. DI.SCOL.A Dynamic model: general scheme	23
2. AREA of AUDITING	25
3. AREA of PLANNING	26
4. AREA OF THE TRAINING PATHS	27
5. AREA of EVALUATION	29
Chapter 2 – IMPLEMENTATION OF THE DYNAMIC MODEL DI.SCOL.A.	30
Introduction: Criticality in the application of the Model	30
1. DEVELOPMENT AND APPLICATION STRATEGIES IN THE AREA OF AUDITING	32
1.A. SCHOLASTIC AUTONOMY	32
1.B. APPLICATION STRATEGIES IN THE AREA OF AUDITING	34
2. DEVELOPMENT AND APPLICATIVE STRATEGIES IN THE AREA OF PLANNING	37
3. DEVELOPMENT AND APPLICATIVE STRATEGIES IN THE AREA OF THE TRAINING PATHS	44
3.A. LEARNING COMMUNITIES AND COMMUNITIES OF PRACTICE	44
3.B. APPLICATIVE STRATEGIES IN THE AREA OF THE TRAINING PATHS	45
4. DEVELOPMENT AND APPLICATIVE STRATEGIES IN THE AREA OF EVALUATION	55
4.A. EVALUATION OF THE PROCESS	55
4.B. EVALUATION OF THE RESULT	59
Parte 3 – VALIDATION OF THE DYNAMIC MODEL DI.SCOL.A.	61



"Dispersione Scolastica Addio"

La professionalità docente per garantire il successo scolastico

Chapter 1 – Protocol for the validation of the dynamic Model DI.SCOL.A.	61
1. Validation Protocol - AUDIT AREA	61
2. Validation Protocol - AREA OF PLANNING	64
2.A THE WORK INSTRUMENTS FOR THE REALIZATION OF THE GOPP LABORATORY	64
3. Validation Protocol - AREA OF THE TRAINING PATHS	67
4. Validation Protocol - EVALUATION AREA	70
4.A. EVALUATION OF THE PROCESS	70
4.A.1. Intermediate evaluation gopp	70
4.B. EVALUATION OF THE RESULTS	75
4.B.1. QUESTIONNAIRE FOR THE EVALUATION OF THE DI.SCOL.A. DYNAMIC MODEL	77
CONCLUSIONS	81
DI.SCOL.A. Dynamic Model	83



FOREWORD – AIMS OF THE USER'S MANUAL

This document aims to illustrate the scheme of the DI.SCOL.A. Dynamic Model. It is the guide for testing the model with the teachers.

The first objective of this user's guide to the Model is to describe more thoroughly the planning process which led to the DI.SCOL.A. Dynamic Model with ample references dedicated to the European best practices selected and, after that, to develop both the applicative paths and the strategies of the Model which allow the innovative elements of the Model itself to be adapted to all Countries.

During the research phase the reference model was that of the Communities of Practice in Internet, intended as a system to create a setting for shared learning, based on the assumption that the characteristics of such communities can be traced within the schools contexts, where it can be testified that new technologies have been received and utilised to their best.

Summing up, the aims of this guide are the following:

1. a shared arrangement for the utilisation of Communities of Practice in school contexts;
2. a logical connection between the partner's work researching European best practices and the planning model which derived from it;
3. the indication of the research hypothesis on which the application of the model is based;
4. a series of flexible paths which, area by area, facilitate the application of the model to the various environments involved;
5. in the insert, some planning and evaluating methodologies and a short analysis of the significance of 'Communities of Practice' are described.

The research hypothesis (point 3) will allow the comparison among the outcomes of the experiments of the model made by the seven partner Countries; the hypothesis will also furnish a framework of liaisons among the developed actions and the indicators which will enable the evaluation and the consequent validation of the model.

This guide is divided into chapters following the overall logic with which the activities in this phase of the project were articulated and developed.

In particular:

- ♦ the Introduction provides a synthetic framework of the **DI.SCOL.A project** and illustrates the targets of the 6 phases and its preparatory role in the formation of the Dynamic Model;
- ♦ the part 1 explains the fundamental aspects of **European best practices**;
- ♦ the part 2 expounds in a clear and synthetic way the phases which constitute the **Dynamic Model DI.SCOL.A.**;
- ♦ the part 3 expounds the DI.SCOL.A. Dynamic Model validation protocols and activities.



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INTRODUCTION

DI.SCOL.A. PROJECT

TEACHERS' PROFESSIONALISM TO GUARANTEE THE SCHOLASTIC SUCCESS

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<u>INTRODUCTION – DI.SCOL.A. PROJECT</u>	<i>Errore. Il segnalibro non è definito.</i>
<u>1. General intents of the project</u>	<i>Errore. Il segnalibro non è definito.</i>
<u>2. Specific targets of the project</u>	<i>Errore. Il segnalibro non è definito.</i>
<u>3. Organisation of the project</u>	<i>Errore. Il segnalibro non è definito.</i>
<u>4. Achieved innovation</u>	<i>Errore. Il segnalibro non è definito.</i>
<u>5. Logic Framework</u>	<i>Errore. Il segnalibro non è definito.</i>
<u>6. Scolastic System and Scolastic Success</u>	<i>Errore. Il segnalibro non è definito.</i>
<u>7. Glossary of the DI.SCOL.A. project</u>	<i>Errore. Il segnalibro non è definito.</i>
<u>8. The DI.SCOL.A. project web site</u>	<i>Errore. Il segnalibro non è definito.</i>



INTRODUCTION – DI.SCOL.A. PROJECT

The project DI.SCOL.A. "Farewell to Early School Leaving – Teaching Proficiency to Guarantee School Success" is the result of the need to find a solution for *improving the continuous professional training quality and for facilitating the access to the programmes* and to respond to the priority 4 of the Leonardo 1 Programme: *to promote the continuous training of teachers and educators*; therefore, its aim is to contribute to the realisation of the foreseen construction of a European Educational Space as requested by the Lisbon Council and by the statement of Copenhagen. The project aims to develop a training process able to reduce the early school leaving phenomenon by improving the quality of education for the students of the secondary school and for promoting the continuous professional training of teachers and educators. The project aims then to contribute to the introduction of elements relative to the Quality of school Education, macro-indicators which identify the teaching proficiency and the structuring of an experimental study and research on the innovative methodologies and strategies to improve school success of the students. The project targets at improving the educating proficiency of teachers and of creating a common European Educational Space able to satisfy the needs of learning of both teachers and educators.

The goal of DI.SCOL.A. is to favour, in the school teachers, the acquisition of new competencies in teaching methodologies, to participate in the realization of a common european educational space and to contribute to the satisfaction of formative needs of teachers and educators.

1. General intents of the project

The inspiring principle resides in improving teachers' proficiency for the promotion of school success. So, the direct recipients of the Project are the teachers and educators who work with students from 14 to 16, the age range where the early school leaving is more common; the indirect recipients are the Educational Institutions and Public Institutions.

2. Specific targets of the project

Among the specific targets of the project we may list:

- creation of a web site to facilitate the interaction among the partners to constitute an Educators Community who experiment the educational realisation of the Project;
- research on the part of each partner Country on teachers training by means of case studies and of successful experimentation of the adopted methodologies;
- implementation of a teaching quality model for improving teaching proficiency; planning of one or more dynamic training models for teaching proficiency, in a way that it can be put in context and experimented by the various partners;
- definition of training paths on the basis of the implementation of planned models;
- evaluation of the paths by means of an experimental pilot study.

3. Organisation of the project

The two-year project has six phases; the phases have a minimum duration of 2 months and a maximum of 7 and are developed in the following way:

- Phase I: *realisation of the Website DI.SCOLA*
- Phase II: *research, selection and implementation of successful cases in the area of teachers training programmes*
- Phase III: *definition of teaching quality macro-indicators according to the EFQM model*
- Phase IV: *planning of training dynamic models on teaching proficiency on the basis of macro-indicators*
- Phase V: *elaboration of real training paths based on selected model/s*
- Phase VI: *validation of models and training paths*



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A further phase, particularly important for the DI.SCOL.A. model adoption by the educational contest, is the *Valorization* phase.

4. Achieved innovation

To reach the specific goals, the results targeted by the project are:

- creation of a web site to document, communicate and distribute the outcomes and the results of the research, of the elaborated methods and completed stages;
- creation of an European archive for the documentation on the different and multiform cases of school success;
- drawing up of a handbook for planning processes and systems aimed to improve the teaching quality, the training paths and the evaluation of the completed stages.

5. Logic Framework

The DI.SCOL.A. project may be schematically represented by the following logic framework (a tool which will be explained on pages 40-43).

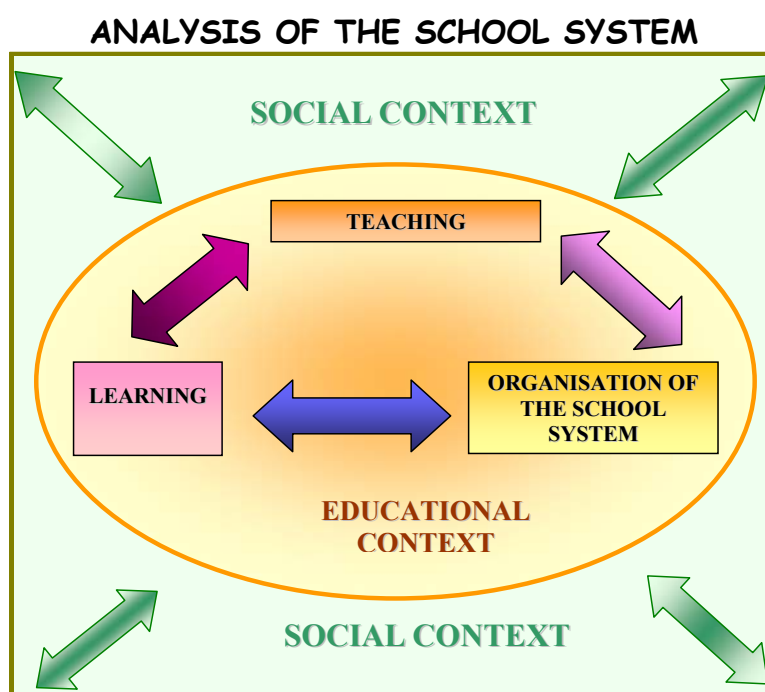
GENERAL PURPOSES	<ul style="list-style-type: none"> To reduce early school leaving 				
TARGET	<ul style="list-style-type: none"> To improve the European teachers proficiency supporting the continuous training and facilitating the access to the programmes 				
RESULTS	Dynamic model of teachers training	National Communities of Practice on the web (500 participants)	Training modules	Innovative training paths	Participated planning methodology (GOPP)
ACTIVITY	<ul style="list-style-type: none"> RESEARCH SUCCESSFUL EXPERIENCES IN EACH OF THE 7 PARTNER COUNTRIES BUILD UP AN EUROPEAN ARCHIVE OF SUCCESSFUL EXPERIENCES TO DEFINE EUROPEAN MACROINDICATORS FOR TEACHING QUALITY TO DEFINE THE STRUCTURE OF THE PROFICIENCY TEACHING MODEL BASED ON MACRO INDICATORS 	<ul style="list-style-type: none"> CREATION OF A WEB SITE IN THREE LANGUAGES REALISATION OF A TECHNOLOGICAL ENVIRONMENT FOR LEARNING CHOSE A NUMBER OF SCHOOLS FOR EACH COUNTRY AS A STANDARD MODEL ANALYSE THE EDUCATIONAL CONTEXT OF EACH COUNTRY 	<ul style="list-style-type: none"> TO DEFINE THE ESSENTIAL EDUCATIONAL ELEMENTS FOR TEACHING PROFICIENCY TO DEFINE THE MODULES FOR TEACHING PROFICIENCY COURSES 	<ul style="list-style-type: none"> TO CREATE A COMPARATIVE SCHEME TO TEST THE EUROPEAN COMPATIBILITY OF THE MODEL TO DEFINE EDUCATIONAL PATHS BASED ON THE MODEL AND THE MODULES 	<ul style="list-style-type: none"> GOPP SYSTEM IN SCHOOL INSTITUTIONS WITH THE RECIPIENTS TO SHARE THE CHOICE OF THE MODEL AND PATHS APPLICATION OF THE PATHS WITHIN THE PRACTICAL COMMUNITIES

6. Scholastic System and Scolastic Success

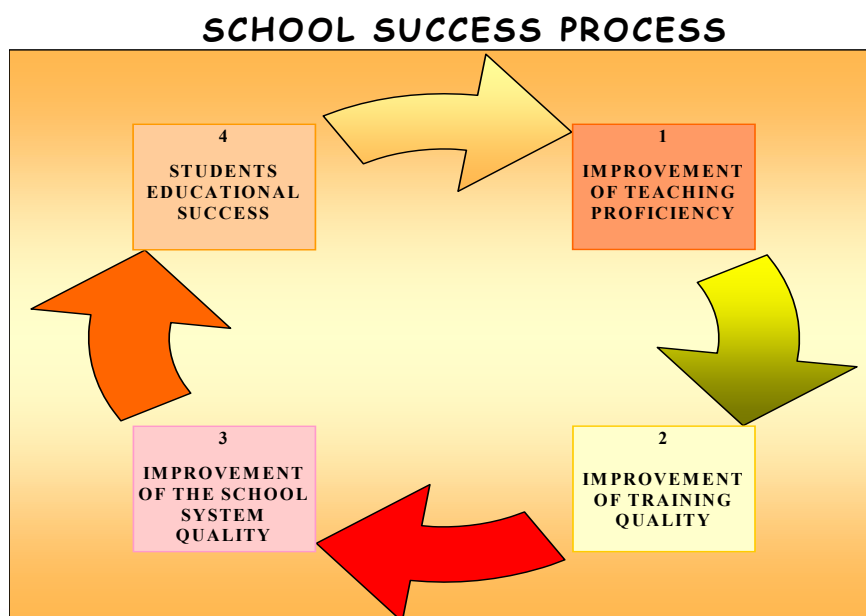
The DI.SCOL.A. project is based on the following concepts.

- a. The school system is characterised by 4 aspects:
- Social context,
 - Teaching,
 - Learning,
 - School organisation

The interrelations among the different aspects are shown in the following scheme:



- b. The school success is a consequence of the **Improvement of Teaching Proficiency**, according to a virtuous and recursive circle illustrated below:





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7. Glossary of the DI.SCOL.A. project

To make the understanding and the use of the manual easier, we define below the key concepts which are at the base of the DI.SCOL.A. dynamic model.

1. **EARLY SCHOOL LEAVING.** This does not only mean the 'school leaving' but also it also refers to students who, although having attained a certificate, do not use it for their integration in the labour market. The project, therefore, aims to promote **school success**.
2. **WEB SITE TO CREATE AN EDUCATORS COMMUNITY.** The web site has to be considered more than a mere device for information. The "Visual Community of Educators" is an environment for developing multiple interactive actions, particularly for information, education and decision-making.
3. **GOPP SYSTEM.** The GOPP methodology (Goal Oriented Project Planning) is based on the following essential elements:
 - a. The planning is targeted towards goals instead of activities.
 - b. Cooperative planning by means of the collaboration among key actors and users. The project, therefore, is shared and responds to real needs.
 - c. The identification of the basic elements of the project (targets, results, activities) is defined during workshops with the participation of the main members co-ordinated and stimulated by an external neutral moderator.
 - d. The identification of the project develops through two sequential phases: analysis (four stages: analysis of the main members, analysis of the problems, analysis of targets, identification of intervention areas) and planning (two stages: choice of intervention area and identification of the project according to the Logic Model consisting in a planning matrix which easily individuates the four planning elements in mounting progression).The GOPP system utilises this methodology to plan the activities through the various phases, according to a form of shared elaboration of the proposals inspired by the principles of the Research-Action method to pursue the improvement of a problematic situation through the direct action of each operator and the creation of an active, constructive and participatory climate.
4. **BEST PRACTICE.** The best practice concept is a fundamental aspect of the theoretical apparatus of the project, especially for Communities of Practice where good practice is the main goal. An educational practice becomes best practice when:
 - a. it achieves the expected results and targets;
 - b. it produces evident changes in the students, the organisations and on the territory;
 - c. it is reproducible;
 - d. it is transferable;
 - e. it can be integrated, vertically (among different education levels), horizontally (among formal, non-formal and informal education) and transversely (among different education and vocational training systems);
 - f. it is able to give origin to other planning ideas and formative activities.
5. **DIRECTION CAB.** This term refers to a fundamental element for the evaluation and quality of the project. The direction cab is constituted, in each Country, by the educators, the politicians, the direct or indirect users and by the partner/s representing that Country. The main task will be to analyse and produce materials for the project, giving the right answers for the functioning of any possible application within the system, thus covering the triple role of observing, planning and intervening in the informative/educational/decisional actions for the web site.



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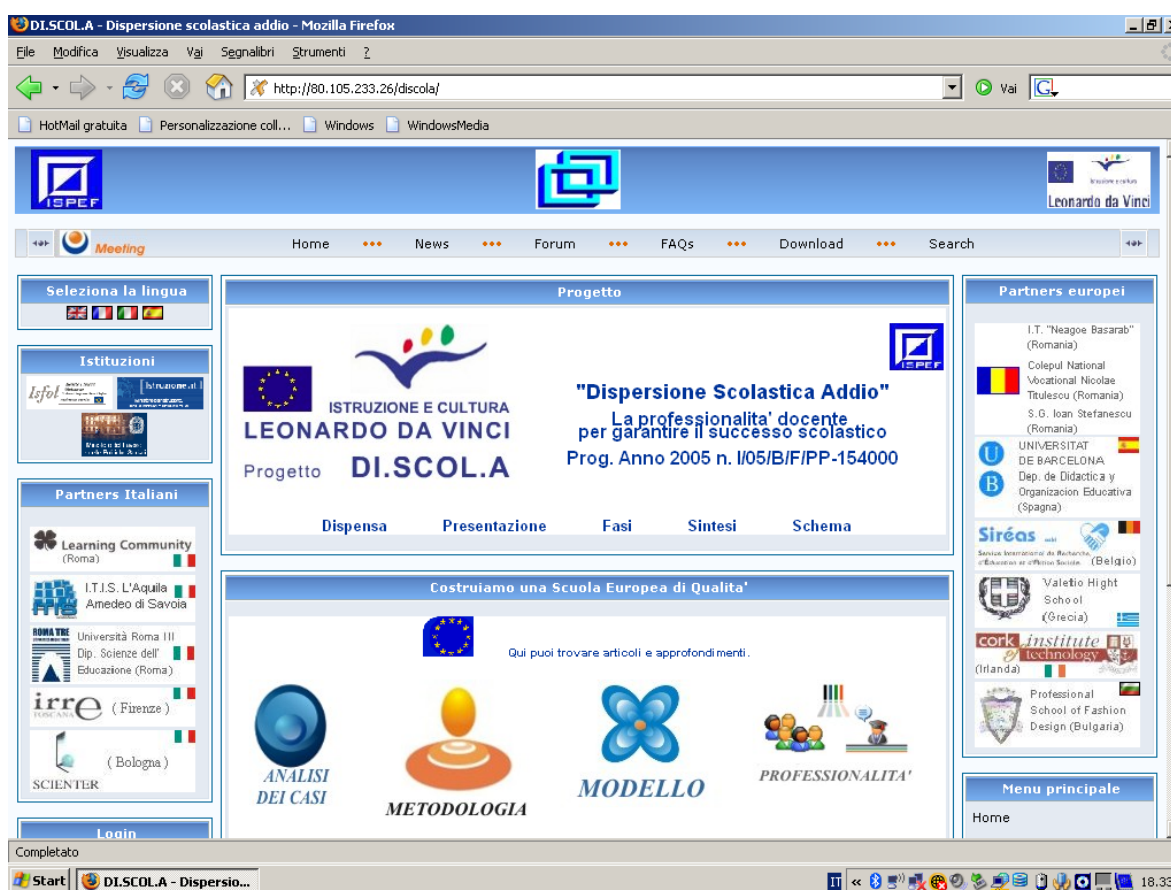
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6. **THE STEERING COMMITTEE.** The steering committee is a central structure of the managing system and quality control of the project, made up of a senior representative from each partner organisation. It leads the fundamental strategies of the project such as the policy, managing, methodology and organisation, so supporting the co-ordinator of the project.
7. **COMMUNITY OF PRACTICE.** The community of practice is constituted in each Country by the direct and indirect users with the task of analysing the outcomes of the project during its course and to continue any possible action on the system after its conclusion. A Community of Practice for each Country and an European Community of Practice are planned.

8. The DI.SCOL.A. project web site

The web site of the DI.SCOL.A. project is structured in the following way:



It is very recommended to visit the DI.SCOL.A. web site, for the following reasons:

- to understand the path completed;
- to examine the best practice documentation and the documents produced during the project development;
- to know the validation protocol;
- to participate to the project network for the model valorization;
- to be able to communicate results and to compare experiences during the application of the model.



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PART 1

GOOD EUROPEAN PRACTICES SUPPORTING THE TEACHERS' PROFESSIONALISM IN THE SECONDARY SCHOOL

EDITED BY:



E



WITH THE CONTRIBUTION OF THE PROJECT PARTNERS

PART 1 – GOOD EUROPEAN PRACTICES SUPPORTING THE TEACHERS' PROFESSIONALISM IN THE SECONDARY SCHOOL _____ *Errore. Il segnalibro non è definito.*

Chapter 1 – GOOD EUROPEAN PRACTICES AND CONSEQUENT MODELS _____ *Errore. Il segnalibro non è definito.*

Chapter 2 – THE GOOD PRACTICES OF TEACHERS' TRAINING _____ *Errore. Il segnalibro non è definito.*

Chapter 3 – RESULTS EMERGING FROM RESEARCH: FIRST GUIDELINES FOR THE DEFINITION OF DYNAMIC MODELS OF TRAINING ON TEACHERS' PROFESSIONALISM _____ *Errore. Il segnalibro non è definito.*



PART 1 – GOOD EUROPEAN PRACTICES SUPPORTING THE TEACHERS' PROFESSIONALISM IN THE SECONDARY SCHOOL

Chapter 1 – GOOD EUROPEAN PRACTICES AND CONSEQUENT MODELS

Consequent models result from the good European practices selected, which point out, on a larger or smaller scale, the following essential elements:

1. the level of integration among systems (school, university, formal and informal learning environments) / system logic;
2. multi-acting and interaction among systems to give a precise answer to the needs of the individuals and their community;
3. integration of ICT within the curriculum / within the subject;
4. teachers professionalisation (initial training, continuous professional development);
5. support to collaborative learning processes;
6. evaluation systems based on transversal abilities;
7. sustainability of the model.

The development of the DI.SCOL.A. model kept in wide consideration the results of the best practice research.

1. As far as the *level of integration among systems* is concerned, it appears to be more present in Belgian practices but it is however pursued in all other analyzed practices on a larger or smaller scale. It is definitely an essential element of the DI.SCOL.A. model as it allows the opening of the educational school system to all other needs of the world outside the school. It is rightly considered as an integrating level to underline the equal dignity, and active participation, of all Institutions collaborating with the school world. In the DI.SCOL.A. model the integration level is particularly present in the development of the analysis and audit areas, where one determines in the initial phase the development of the territory in terms of activities and the number of external resources which may be available for future activities currently under planning.
2. As far as *the multi-actors* and *systems interaction* is concerned, they are recurrent elements in the best practices selected. At the same time, the model include them in all the four areas; in fact, the use of the Goal Oriented Project Planning methodology (which is characterized by multiple presence of key actors belonging to different systems kept together by the common goal of planning activities in the scholastic field) during both the actual planning phase and the evaluation phase determines the centrality of this element inside the dynamic model.
3. As far as the *Integration of the ICT within the curriculum / within the subject* is concerned, it is substantially utilised in all the best practices selected, particularly referring to:
 1. relationship between learning and the web, teaching and technology;
 2. impact of web technologies on the organisation and technologies on the system of external relations.Consequently, the research let us to obtain useful data both to understand the different cognitive approach to teaching/learning by teachers and learners in the use of ICT in educational processes and the importance of the web and its impact inside and outside the school world. The model received the suggestions given by the research, particularly in the articulation of the third area of the model, which is the use of the GOPP laboratories in order to develop educative projects; as a matter of fact, the Communities of Practice use the web as a means of communication and evolution.
4. As far as the *Teachers professionalisation* is concerned, in some good practices teachers have the possibility of operating as distance trainers having the role of tutors, facilitators and stimulators within the new



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educational environment, also constituting a team of expert teachers able to plan and lead the experimental activities and to transfer the methodological-didactic models to other educational realities, to develop and confirm schemes, models and flexible programmes for distance tutoring. In the DI.SCOL.A. model this element has been applied both in the planning-validating phase, from which the new professional figure of the facilitator emerges, and in the phase of planning development of the practical community on line where teachers can develop both their tutoring action for the students and a professional growth through their contact with qualified external bodies. The model always provides for a consistent professional growth of the teachers who thus become protagonists in the new learning processes of the students.

5. As far as the *Support to collaborative learning processes* is concerned, research on good practices has underlined the importance of utilizing environments for distance collaborative learning (computer supported collaborative learning) and the effectiveness of continuous incitement towards a positive comparison, of tasks and goals sharing, where individual competences are placed at the group's disposal. The DI.SCOL.A. model promotes, at its turn, collaborative processes, particularly in the third area (Educational paths) and the creation of learning environments on line where these processes can evolve and sustain themselves.
6. As far as the *Evaluation systems based on transversal abilities* is concerned, it emerged an important and innovative element from the analysis of good practices, for instance of a good practice found in Italy, where it has been tested a national and european wide recognized certification model for transversal competences. Even though not expressly aimed to the certification of competences, the utilization of the GOPP laboratories makes it possible, within the DI.SCOL.A. model, to evaluate transversal competences, highlighting all competences acquired thanks to non-formal and informal learning. Further this, within Communities of Practice, the model promotes the individual awareness of increasing own competences (also disciplinary ones) within and through the group's upgrowth.
7. As far as the *Sustainability of the model* is concerned, this appears to be present in some of the selected good practices, but it has been highlighted by the research as an element of particular significance: the DI.SCOL.A. model assumes sustainability as a planning principle, seen that it integrates itself into the traditional educational process, intending to affect it in a continuous and permanent manner, transforming and innovating it.

Chapter 2 – THE GOOD PRACTICES OF TEACHERS' TRAINING

The partnership has individuated and filed 25 successful cases of teachers' educational training. Hereby it will be presented a list of those cases, which description is to be found on the DI.SCOL.A. portal.

<i>Best Practices of Teachers Training of ITALIAN PARTNERS</i>
<i>EDUCATIONAL TRAINING OF NEW RECRUITED TEACHING STAFF</i> (ITIS L'Aquila)
<i>ATLAS</i> (Scienter)
<i>MANAGERIAL TRAINING FOR TEACHERS</i> (Univ. degli studi Roma Tre)
<i>E-MUSICNET</i> (Univ. degli studi Roma Tre)
<i>ETTCAMPUS</i>

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(Scienter)
FORTIC (Univ. degli studi Roma Tre)
Pedagogical ICT licence (Scienter)
DIDACTICS OF ITALIAN LANGUAGE L2 (ITALIAN AS SECOND LANGUAGE) (IRRE Toscana)
LIFE STYLES – HEALTH PROMOTING SCHOOL (IRRE Toscana)
FROM THE PROVINCE WORKSHOP TO THE PROVINCIAL WORKSHOP (ISPEF)
"TEACHING " – "WORKSHOP PROVINCE" FOR QUALITY IMPROVEMENT OF TEACHING PROFICIENCY (ISPEF)
TEACHERS' TRAINING TO FACILITATION PROCESS (AN EXPERT OF THE MINISTRY OF PUBLIC INSTRUCTION)
Best Practices of Teachers Training of BELGIAN PARTNER
MULTI-DISCIPLINARY STAGE FOR PHYSIQUE EDUCATION AT SCHOOL (SIREAS - Belgium)
Best Practices of Teachers Training of BURLGARIAN PARTNER
"OPEN-DOOR" (DEMONSTRATIONAL) LESSON (Professional School of Fashion Design - Bulgaria)
Best Practices of Teachers Training of GREEK PARTNER
ART DIDACTICS (“Valetio” High School Ios Cyclades Greece)
TEACHERS' TRAINING IN THE USE OF ICT (“Valetio” High School Ios Cyclades Greeks)
Best Practices of Teachers Training of ROMANIAN PARTNERS
MATHEMATICS AND SCIENCE DIDACTICS (Lycée Theoretique “Neagoe Basarab”- Romania)
INFORMATION AND SENSIBILISATION HIV/SIDA IN VALCEA AND CALARASI DISTRICTS (School Nr. 1 Romania)
PROGRAMME OF CURRICULUM RATIFICATION (The Theoretical High School “Neagoe Basarab – Romania)
MANAGEMENT FOR EDUCATION (Groupe Scolaire “Nicolae Bălcescu” – Romania)
MAN'S RIGHTS (L'Ecole 2, Oltenița, Romania)
TECHNOLOGIES OF INFORMATION AND OF COMMUNICATION IN THE LEARNING PROCESSES (The School Group "Ioan C. Stefanescu" Iasi-Romania)
RUMANIAN LANGUAGE AND LITERATURE TEACHERS' LIFE LONG LEARNING (The School Group "Ioan C. Stefanescu" Iasi-Romania)
COOPERATIVE PROJECT (N.Titulescu” College Romania)



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Chapter 3 – RESULTS EMERGING FROM RESEARCH: FIRST GUIDELINES FOR THE DEFINITION OF DYNAMIC MODELS OF TRAINING ON TEACHERS' PROFESSIONALISM

The DI.SCOL.A. Project Pilot Committee has identified and defined the following essential criteria through which all different selected good practices are to be read and analyzed:

1. Collaborative and Cooperative Learning
2. Concrete Results
3. Evaluation
4. System Logic
5. Meaningfulness and Significance
6. Produced Innovation.

From the analysis of the above mentioned 25 good practices the following suggestions emerged:

➤ Collaborative and Cooperative Learning

The participatory methodology is present in almost all the cases, where training leads to a professional upgrowth, reached by all the participants working together, and all this, getting over the individual dimension that characterized for many years professional refresher courses. In some cases a "Research-Action" has been developed; in other cases "blended" modalities have been employed, modalities composed by one side by a participative formation in presence and by the other side by a "formation on line", although with a well pronounced collaborative constituent. The paradigm is moving over and over from a plain teaching model to an active learning model, where teachers are called to share own competences and experiences and also to learn all together. New informative and communication technologies have been playing – and do play it all along – an essential role for what concerns the Collaborative Learning support and the concrete creation of professional communities of practice, that widen their own boundaries over and over again, utilizing communication and exchange dynamics that are typical of the web.

➤ Concrete Results

In almost all the cases it has been focused on the concreteness of the results reached through a training based not as much on personal opinions as on the modification of the own way of acting during teaching activities. Consequences on the whole didactic activity, on class/interclass and Institute levels, have been numerous and varied.

➤ Evaluation

In many cases there is an evaluation as well of the outcoming results as well of the training process and this is done in order to allow a planning dynamism and a feedback that is necessary for better adapting proposed actions. Actually, almost all experiences foresee a training activity evaluation, carried out with a point of view of training evaluation and of continuous improvement of the quality offer. In other cases it has been given also a certification concerning the acquired competences.



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➤ System Logic

All selected cases respect this logic, that foresees european or national or regional participations with great impact on the school system. In some cases there have been experiences that have foreseen also considerable investments and a high number of participants. In other cases, it has been a significative pilot experience because of its innovation and because of the validation of training models that can be repeated on a larger scale in the educational system.

➤ Meaningfulness and Significance

Almost all selected cases have had a positive impact on the activity of the involved schools, often taking part in innovating training processes, evaluation and organization actions, as well as for what concerns starting models, reading models and manners of interpreting real life. In some cases they have stimulated the creation of networks and partnerships.

➤ Produced Innovation

In many cases proposed training is innovative both for its methodology and its content. The cases have allowed to promote knowledge and a new idea of upgrowing. The wide space dedicated to the workgroup, that involved teachers making them protagonists of their own learning path, can be considered innovative. A considerable innovative element of a case consists in having introduced into teaching proficiency the component of process and planning facilitation, that is hard to be evidenced on the field, even though being theoretically a proficiency patrimony. In addition, another essential aspect in many cases is an easy transferability into other european systems, which makes experiences comparable.



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PART 2

DI.SCOL.A. DYNAMIC MODEL

A NEW WAY OF SUPPORTING TEACHERS' TRAINING

EDITED BY:



WITH THE CONTRIBUTION OF PROJECT PARTNERS

<u>PART 2- DI.SCOL.A. DYNAMIC MODEL – A NEW WAY OF SUPPORTING TEACHERS' TRAINING</u>	20
<u>Chapter 1 – THE STRUCTURE OF THE DYNAMIC MODEL DI.SCOL.A.</u>	20
1. DI.SCOL.A Dynamic model: general scheme	23
2. AREA of AUDITING	25
3. AREA of PLANNING	26
4. AREA OF THE TRAINING PATHS	27
5. AREA of EVALUATION	29
<u>Chapter 2 – IMPLEMENTATION OF THE DYNAMIC MODEL DI.SCOL.A.</u>	30
Introduction: Criticality in the application of the Model	30
1. DEVELOPMENT AND APPLICATION STRATEGIES IN THE AREA OF AUDITING	32
1.A. SCHOLASTIC AUTONOMY	32
1.B. APPLICATION STRATEGIES IN THE AREA OF AUDITING	34
2. DEVELOPMENT AND APPLICATIVE STRATEGIES IN THE AREA OF PLANNING	37
3. DEVELOPMENT AND APPLICATIVE STRATEGIES IN THE AREA OF THE TRAINING PATHS	44
3.A. LEARNING COMMUNITIES AND COMMUNITIES OF PRACTICE	44
3.B. APPLICATIVE STRATEGIES IN THE AREA OF THE TRAINING PATHS	45
4. DEVELOPMENT AND APPLICATIVE STRATEGIES IN THE AREA OF EVALUATION	55
4.A. EVALUATION OF THE PROCESS	55
4.B. EVALUATION OF THE RESULT	59

PART 2- DI.SCOL.A. DYNAMIC MODEL – A NEW WAY OF SUPPORTING TEACHERS' TRAINING

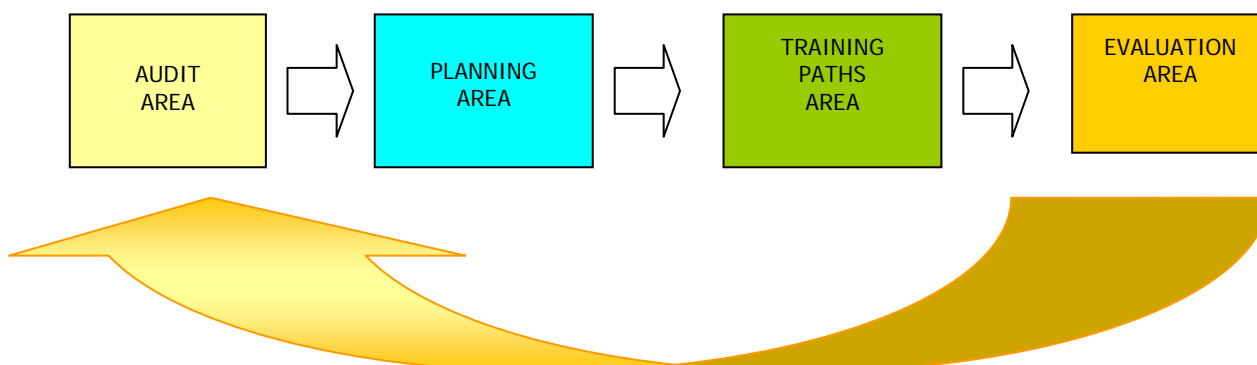
Chapter 1 – THE STRUCTURE OF THE DYNAMIC MODEL DI.SCOL.A.

Together with the characteristics which emerged from the good European practices selected – and taking into consideration the initial researches of the project – further macro-indicators to define the project, the learning environment and the organisational context, can also be considered. They are:

1. a planning method based on the goals and on the participation of multiple key actors,
2. a co-operative or collaborative learning, also with school agents from the external,
3. the consideration of the competences of each student obtained through formal or informal paths,
4. research-action as the main working method,
5. punctual knowledge of the problems within the context where the teaching activity is developed,
6. flexible teaching action also based on the "learning by doing" and the "work based learning",
7. acquisition of skills for planning the educational paths,
8. choice of the subjects according to the "bottom up" system, directly from the teachers of the community the educational action included within a logic system,
9. the educational process included within a micro-innovation.

The Dynamic Model DI.SCOL.A. which emerges from the above mentioned considerations, foresees the realisation of four educational areas of the teaching proficiency, in 4 interconnected phases in a ciclic and hierarchic way:

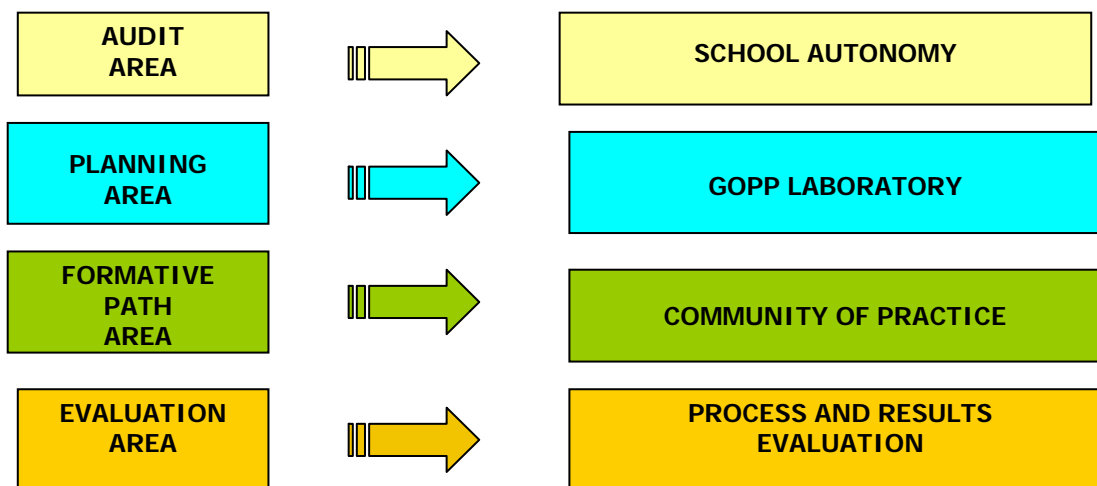
1. Audit of resources and training subjects area
2. Planning area
3. Training paths area
4. Evaluation area



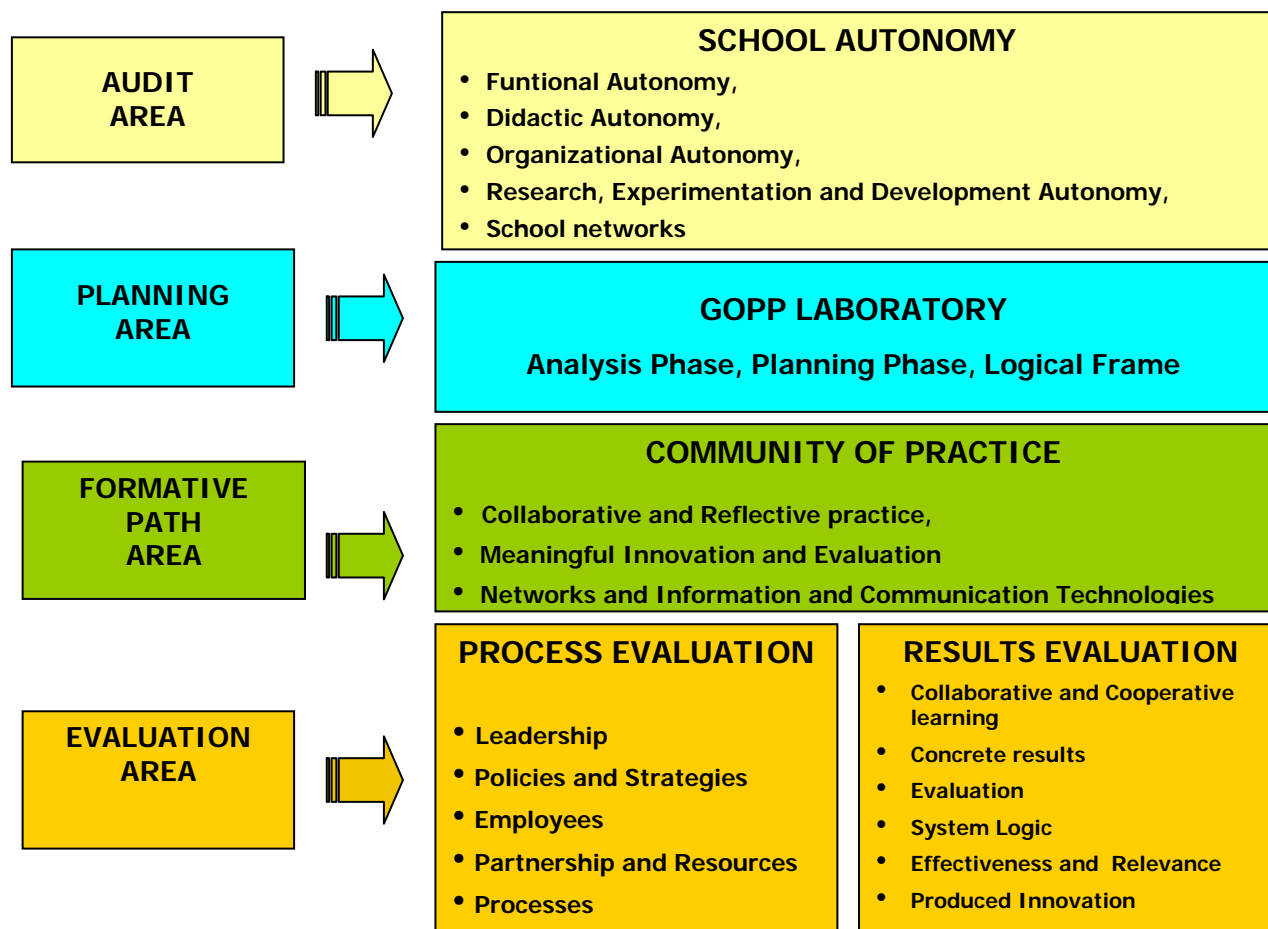
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The four phases of the DI.SCOL.A. dynamic model are characterized by the following METHODOLOGICAL STRUCTURE:



The metodological structure is developed as follows:



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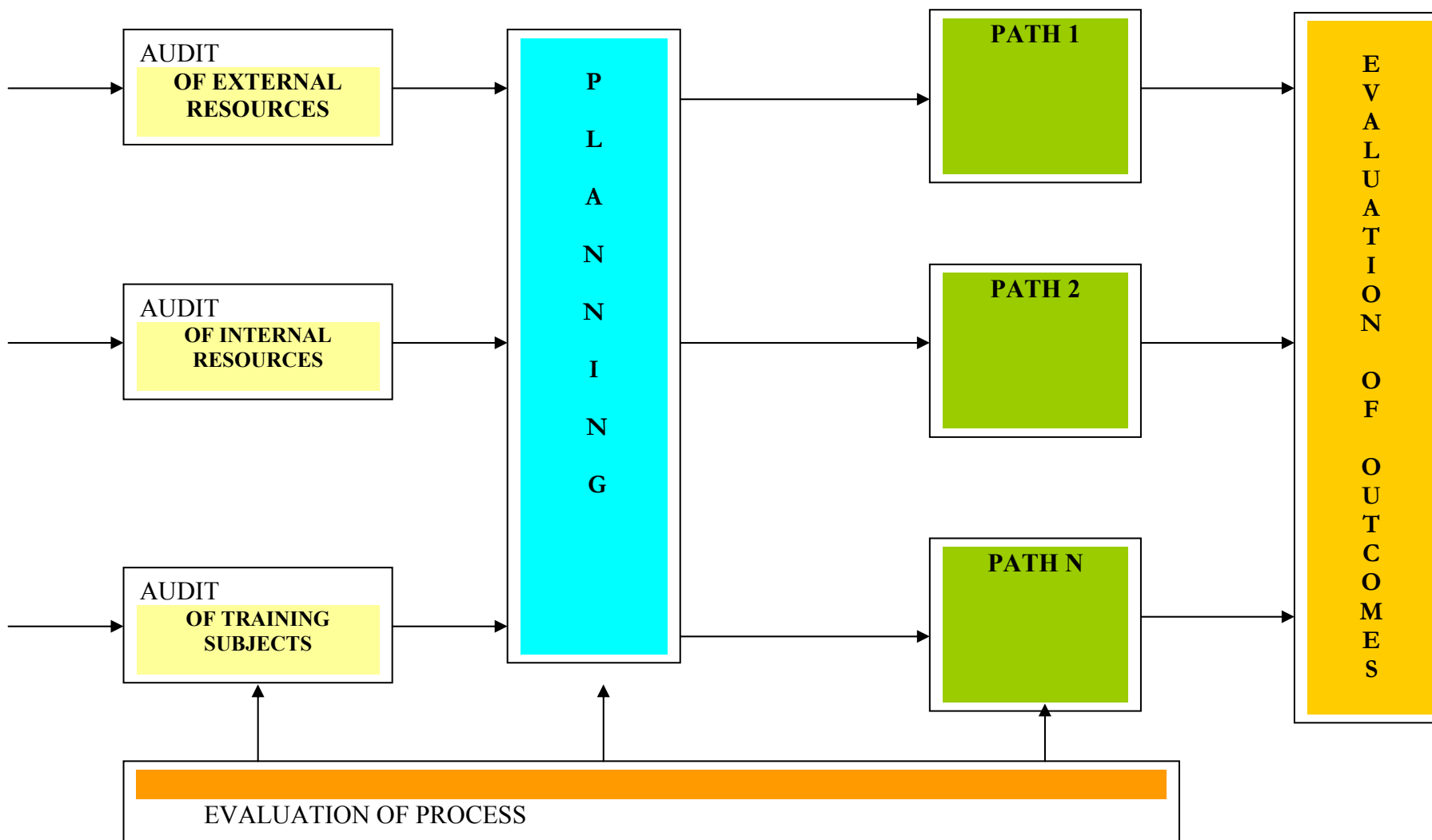
The resulting model follows:

AREA 1

AREA 2

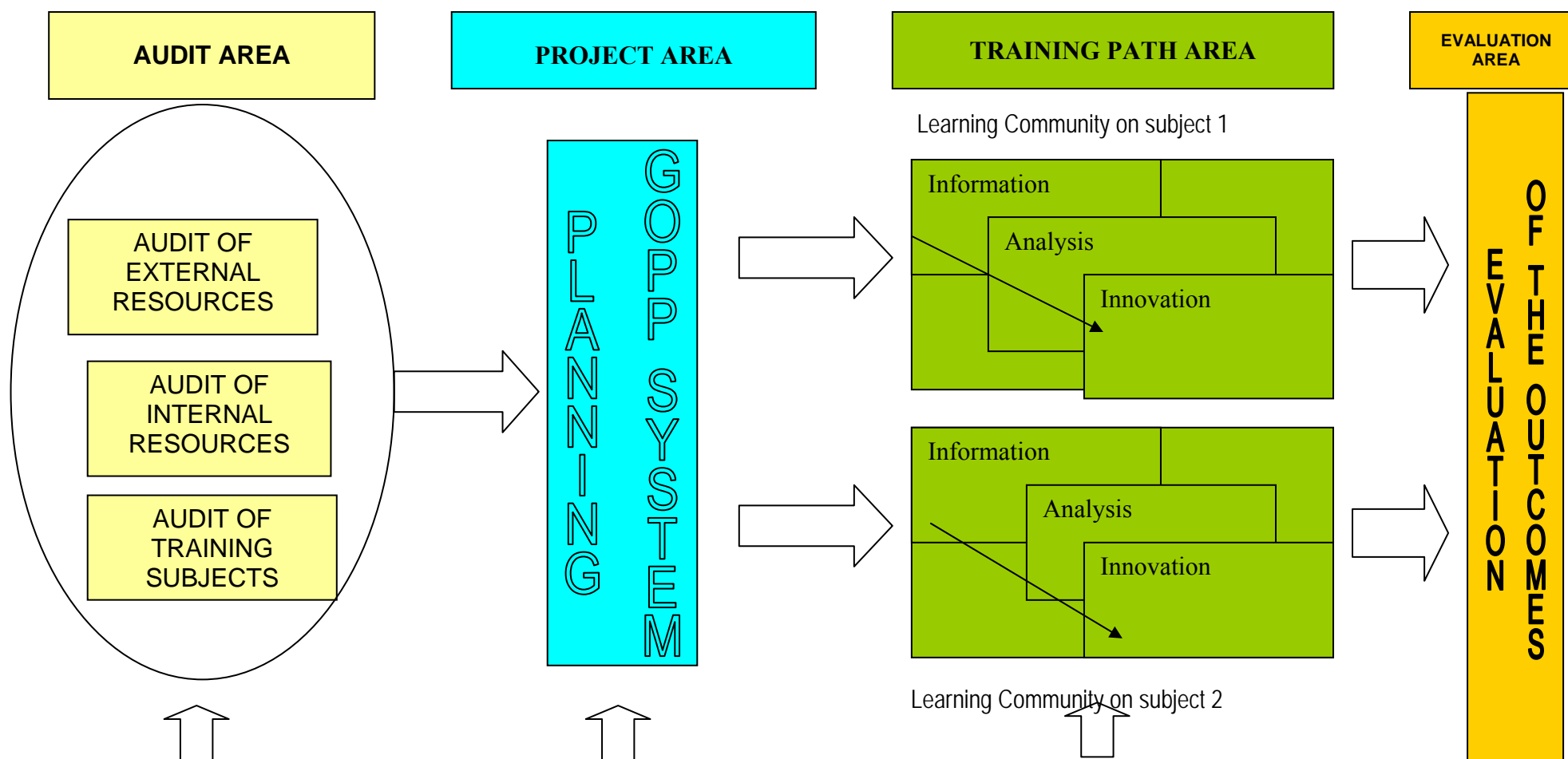
AREA 3

AREA 4



In the following pages a general scheme of the model is given, together with a brief description of the characteristics and the structure of each single phase.

1. DI.SCOL.A Dynamic model: general scheme





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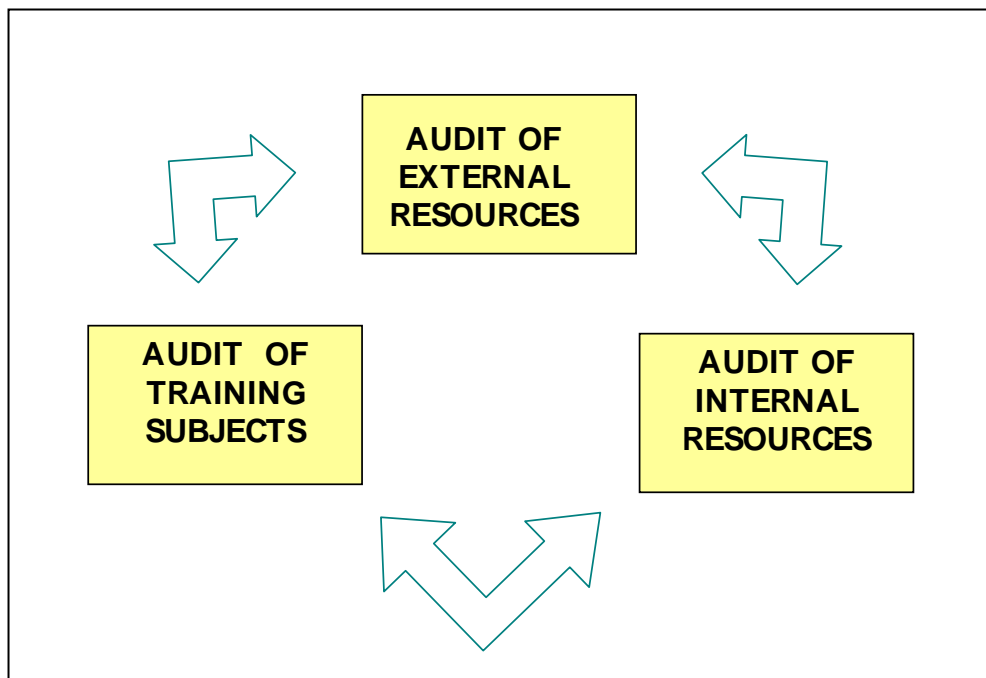


Istruzione e cultura

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EVALUATION OF PROCESS	EVALUATION OF THE OUTCOMES
EVALUATION AREA	

2. AREA of AUDITING



In the area of auditing the following activities are developed:

- Auditing of the key-members on the territory
- Auditing of activities of interest on the territory
- Auditing of the internal resources (teachers)
- Auditing of the students' resources
- Auditing of educational subjects of interest for the Institution

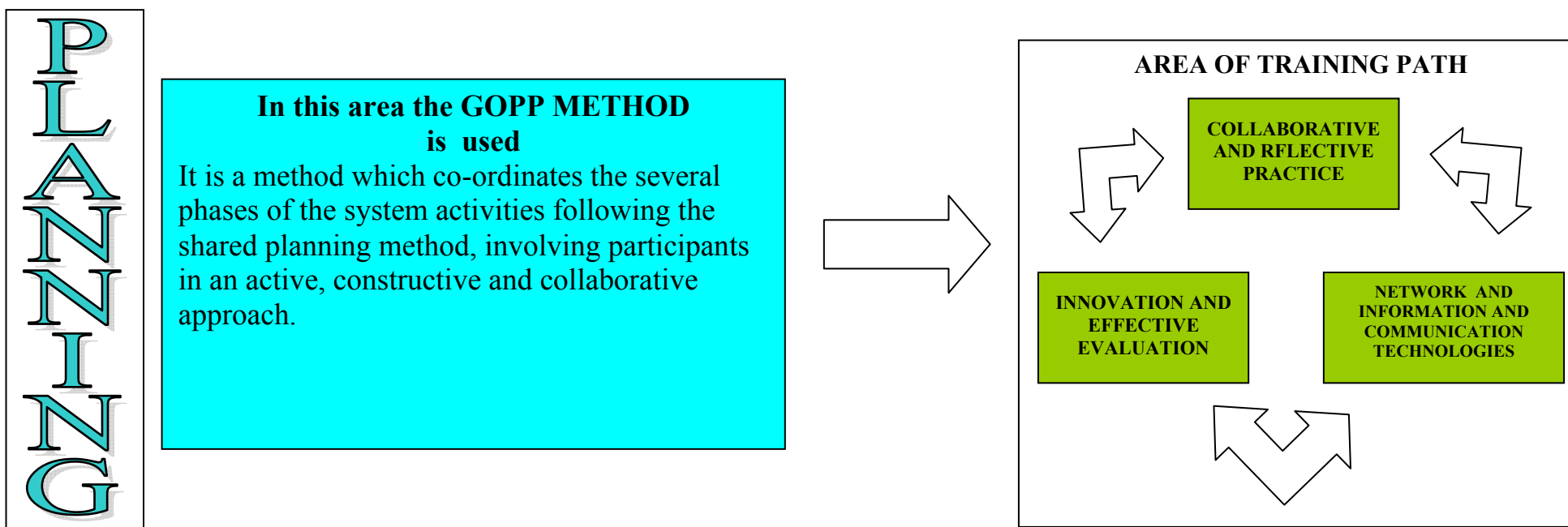
In particular, in the Dynamic model, proposed after the phase of auditing, a list of themes of interest to be developed in the school with the participated and shared method emerges. This choice will be shared by both the teachers and the students of the biennial stage; the practical communities on line with the same learning subjects, as decided by the school will be individuated; teachers and students will join them according to their interests.

PLANNING AREA

P
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G

3. AREA of PLANNING

In the Area of Planning, the Planning Workshop is developed through multi-acting and activity sharing, starting from the results of the audit phase.



During the planning phase, a common education project will be planned and a precise work and activities plan activities will be implemented using technologies, internet, audio conference meetings, e-mails, etc. In the development phase the work plan of the selected Communities of Practice will be applied. The work of each community will be monitored and evaluated as a process and for its outcomes. To evaluate the results, the various communities will be linked to the direction cabs of the partner Countries.



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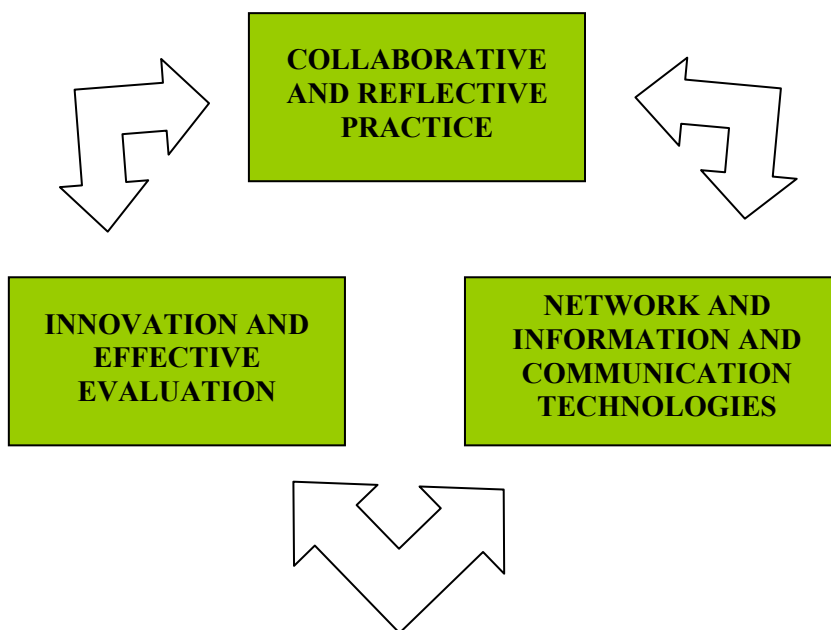
4. AREA OF THE TRAINING PATHS

In the area of the training paths the following activities are developed:

- Teachers training in learning communities also constituted by other external members on the specific subjects
- Research and action in school on the subjects and problems arisen from the context.

The training paths are distinguished by the following macro-dimensions:

- COLLABORATIVE AND REFLECTIVE PRACTICE
- NETWORK AND INFORMATION AND COMMUNICATION TECHNOLOGIES
- INNOVATION AND EFFECTIVE EVALUATION



LEARNING COMMUNITIES

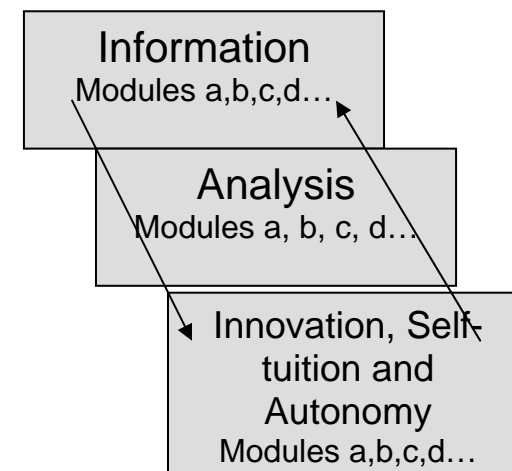
The three macro-dimensions distinguish the functioning of a virtual Learning Community of teachers of the upper school, each on a subject emerging from the initial Audit phase.

These aspects are analysed according to three stages of educational itineraries, to be considered in a flexible way (cyclical and fluctuant) and not rigidly.

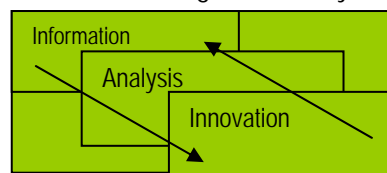
The three stages are:

1. **INFORMATION:** *with regard to the subjects chosen for the teachers training within the learning community.*
2. **ANALYSIS:** *of the thematic area, developed in collaboration, within the learning community.*
3. **INNOVATION – SELF-TUITION – AUTONOMY:** *on the thematic area and determination of the elements of micro-innovation of the teaching proficiency.*

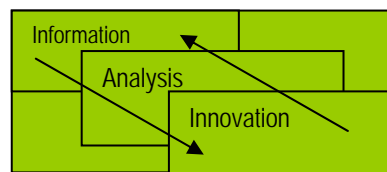
If, for instance, two themes are selected, two Community of Practice will be selected, each with the characteristics of the formative paths:



Learning Community on subject 1



Learning Community on subject 2



5. AREA of EVALUATION

In the area of evaluation are developed:

- the evaluation of processes
- the evaluation of training and research results in each learning community
- the re-planning of training as a consequence of the feedback.

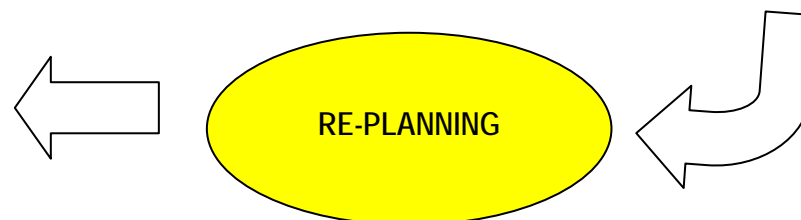


EVALUATION OF PROCESSES is developed according to the five factors:

- **Leadership;**
- **Employees;**
- **Policies and strategies;**
- **Partnership and Resources;**
- **Processes.**

The EVALUATION OF RESULTS is developed according to the six MACRO INDICATORS:

- **System Logic**
- **Collaborative and Co-operative Learning**
- **Evaluation**
- **Concrete results**
- **Effectiveness and relevance**
- **Produced innovation**



Chapter 2 – IMPLEMENTATION OF THE DYNAMIC MODEL DI.SCOLA.

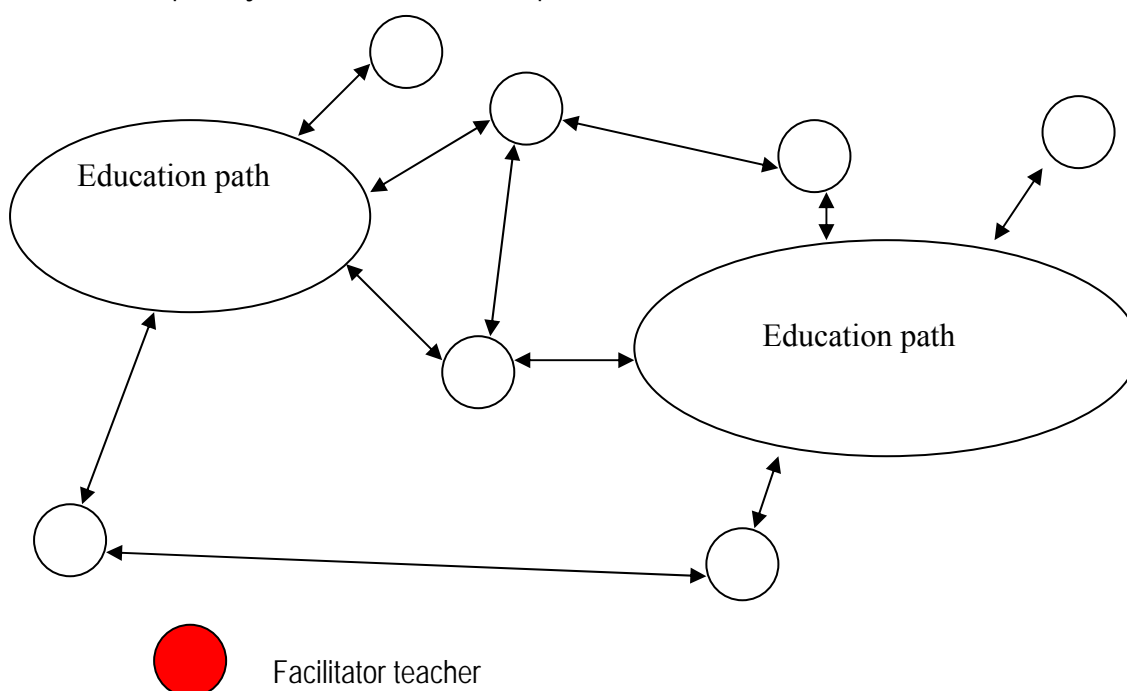
Introduction: Criticality in the application of the Model

To carry out a correct application of the educational dynamic model DI.SCOLA. it is necessary to consider the teachers' concepts on education and on the organisational procedures of the educational activities developed up to now.

In the Model DI.SCOLA. the teachers themselves initially choose the themes they prefer to be trained on, the practical communities operating on those themes are selected, an audit of the available human resources is carried out, an educational intervention is planned and is developed within each practical community during the school year.

During the formation of teaching proficiency the paths are not decided by others; the teachers themselves substantially change their roles and participate as facilitator teachers in the work of the practical community on the basis of the theme they prefer.

Graphically, this situation can be represented as follows:



A model based on a teacher's role different from the traditional one, raises up the following critical points.

1. The participation and motivation of the teachers.

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The application of a innovative model cannot be developed against the teachers and without their active participation, especially in activities which involve them directly! In this historical moment the motivation of teachers, at least in Italy, has probably reached the lowest level and any proposal is perceived as imposed, negatively and with discomfort. The initial activities of auditing of the human resources are very important and they let their valorisation for the participation in constructing and planning the activities.

Furthermore, the activity within the Community of Practice can be seen by teachers who adhere as a further burden to the normal activity which is already heavy. It is then very important to decide from the start how many teachers and who will participate in the validation of the Model DI.SCOLA., as legal and organizational limit may exist (in Italy, for instance, 15% of the total, with at least the majority of the teachers of 2 Class Councils) under which, the application of the model could be inadequate and ineffective.

2. The relationship among the various themes of interest selected.

Generally, at the beginning of the school year, teachers choose the themes of interest and, during the planning phase, the possible itinerary of each education path is defined. It would be preferable to involve the entire Class Council in the choice of themes, in order to avoid critical situations: as a matter of fact, the parallel development of the various education paths, according to the timing and procedures decided by each teacher of the Class Council might be difficult, while a Class Council stimulated to work on self-chosen themes can be very motivated to collaborate in the Community of Practice, much more than a single teacher who does not have the opportunity to compare and does not have the support of his colleagues. To have a constructive and effective comparison among teachers and among the various education paths, which develop within the several learning communities, it is essential to determine the field of intervention in terms of presences, time and commitment with precision, considering the requirements of the Class Council..

3. The organisation of the teachers' training.

The use of the dynamic Model DI.SCOLA. requires that the traditional updating organisation has to be modified to avoid the rigidities which often characterise it. It is then necessary to establish the spaces and the timing in which the validation of the dynamic Model DI.SCOLA. must be effectuated. It is a new way to conceive teachers' training which implies a new way of learning and a new way of teaching, and also a new way of considering teachers' training and teaching colleagues.

4. The consideration of the abilities of the teacher.



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The application of the Model DI.SCOLA. requires that each teacher must be recognised for his proficiency (know-how) and for what he can offer. Only in this way is it possible, through a GOPP laboratory, to define the themes to be developed along the training path, and their implementation after the plan. This preliminary activity must then be put into practice at the beginning of the DI.SCOLA. process and it can be useful even to those teachers who do not intend to participate in the project.

5. The existence within the school of a technological environment to follow and develop the activities of each practical community.

The application of the model assumes that in the school a technological environment exists, where it is possible to develop the selected on-line chosen activities of the practical community.

1. DEVELOPMENT AND APPLICATION STRATEGIES IN THE AREA OF AUDITING

1.A. SCHOLASTIC AUTONOMY

The application of the Dynamic Model DI.SCOLA. requires that the scholastic institution adopt and educative system based on the principle of Autonomy in the framework of teacher training. It would be preferable, but not necessary, that the school had also Didactic, Research, Experimentation and Development Autonomy, as, for instance, the Italian scholastic legislation prescribes.

The word **Autonomy** (the etymological origin is: *autòs + nòmos* = oneself + law = to give by oneself a law, a rule, an address criterium), referred to a public organization means the ability, for the organization, to reach the assigned institutional goals with the freedom of organize the activities, without external interferences.

The **scholastic autonomy**, in Italy, was started by the law 59/1997 and can be found in two other laws: the autonomy regulation (PoR decree law 275/1999, as modified by PoR decree law 352/2001) and the central and peripheral scholastic administration reform (PoR decree law 347/2000, as modified by PoR decree law 319/2003).

The institutions and school of each level and the educative institutions are expression of functional autonomy inside the State public administration.

Functional autonomy means



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- that the central and peripheral administration progressively renounces the scholastic service managing functions, in favour of each single institution; national unitary levels of fruition of study right and common elements of the whole public scholastic system;
- the general attribution of the legal recognition;
- acknowledgement to all the schools of spaces of curricular flexibility (before thinkable only in experimentation projects singularly authorized);
- expansion of competences (and relative powers) to schools, with the possibility of take final decisions, without hierarchich authorizations or exams by other administrative organizations.

The PoR decree law 275/1999 determined the autonomy regulation of scholastic institutions, describing freedom scope and constraints for each autonomous power:

- **didactic autonomy:**
 - freedom of flexibly regulate teaching timing and the development of subjects and activities in a suitable way to the kind of school and to the learning style of the alumni;
 - duty to respect the *freedom of teaching*, the freedom of the *educative choice of families* and the *general goals of the scholastic system*;
- **organizational autonomy:**
 - freedom to flexibly organize the use of teachers, the scholastic calendar and the general schedule of the curriculum;
 - duty to respect the general and specific objectives of each type and course of studies, the regional competences about the calendar, the bound on the lectures organization, not lower than five days per week and the year total amount of hours delivered for each subjects;
- **research, experimentation and development autonomy:**
 - freedom to develop, singularly or by means of school networks, innovations about subjects and methodologies;
 - duty to consider the needs of the local cultural, social and economic context and to care about the planning, training in service, vocational training, documental and information exchanges, agreements with other institutional organizations and, if necessary, submit suitable projects to ministerial validation.



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In addition, PoR decree law 59/1997 on the Scholastic Autonomy prescribes the transfer of administrative and management functions about scholastic career and contact with alumni, administration and management of patrimony and financial resources, legal economical status of the employees.

The attribution of legal acknowledgement and the wider autonomy given to school do not have completely transformed these institutions in a judicial subject *free* and *independent* with respect to the organizative-administrative state system (addresses, controls, erogation of employees and resources, ...)

The law 59/1997 started an innovative process on *training in service activities* and on *the analysis of territorial, social and economic contexts of each scholastic institutions* in order to adopt *suitable and fair actions*.

1.B. APPLICATION STRATEGIES IN THE AREA OF AUDITING

According to what said before, the Autonomy is the methodological basic infrastructure suitable to work in the Audit area.

In the area of auditing of the Model DI.SCOL.A. the following actions are carried out:

1. a choice of the general themes of interest for the institution
2. an analysis of the internal teaching resources
3. an audit of the on line practical communities on the themes of interest
4. a research of the activities of interest on the territory

1- Choice of the general themes of interest for the institution. *Work tool: report card to distribute to teachers and students. See, for instance, the card on page 63.*

The first action for a school which wants to adopt the model DI.SCOL.A. is to gather and select the themes of interest at the beginning of the experimentation. The themes, if the experiment involves teachers and students in the range 14-16 years old, must be linked to the normal syllabus and be notably extensive without being too general or generic. The audit can be done by means of a simple paper card – where the aim of initiative is fully described – inviting each teacher to express his preference through a closed questionnaire (listing the intervention themes) or an open questionnaire inviting them to suggest one or two themes. This audit's outcome is a list of themes on some of which the institution will start the experimentation. The period for this experimental phase is of 10 days including the editing of the card, its distribution, the collection and analysis of the answers. In this period, explanatory sessions for groups of teachers can be organised.



2- Analysis of the internal teaching resource. Work tool: report card to distribute to teachers See, for instance, the card on page 63.

A valid protocol for the schools which decide to adopt the Model DI.SCOL.A. initially foresees some actions which can point out – sustain – strengthen the proficiency of the teachers of the school and their motivation.

In particular:

Actions to show teaching proficiency

- to make an analysis of the competences of the selected theme, indicating the availability of each teacher for covering parts of the theme. Indicating his availability in terms of time and contents, the teacher could also indicate the period and the characteristics of his participation;
- to guarantee enough time – within the school timetable – to express the competence of one or a group of teachers;
- to organise a practical community among teachers with a specific mission;
- to document the good practices made by a teacher or a group;
- to guarantee the possibilities of choice and use of the school resources by the teachers;
- to systematically programme and document the extra-syllabus interventions of the available teachers.

Actions to sustain and strengthen teaching proficiency

- to fully or partially remove any obstacle; for example supply teaching for absences or school organisation deficiencies.
- to publicise the good work of a single or a group of teachers;
- to favour the informal knowledge among teachers through the systematic organisation of meetings on the selected themes on which the teachers are competent and available;
- to favour the participation of all available teachers to European initiatives and/or working with other schools;
- to organise training and updating spaces for the teachers utilising school resources, technologies and connections to the web and data bases.

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The interest on the part of a teacher, to develop an experiment, is mainly linked to the results achieved by the students, the esteem with which he is held in the school and to the quality of the context of his activity.

The degree of availability of a teacher is strictly linked with his opening towards the environment, with the sense of belonging to a community and to a group and so with his sense of professional solitude which acts as an indicator to measure the level of motivation and participation in the general activities.

To make evident the motivation for the participation of a single teacher, a card could be initially filled in where he/she can freely express the availability for the participation and organisation of teaching initiatives within the experimentation.

Actions to sustain and strengthen the motivation to participate

- to sustain the motivation, the initiatives chosen by the teacher can be developed and put into a system where the individual can show his competences also in sectors different from his teaching subject and so feel a part of the community;
- to sustain the motivation, some activities can be planned to allow the teacher to express and develop his creativity;
- to strengthen the motivation, the recognition of good practices developed by each teacher can systematically be recognised;
- to strengthen the motivation, the organisation of extra-syllabus activities where the individual can contribute within his sector can be boosted.

3. Audit of the practical communities on line on the themes of interest

In parallel to the previous activities it is necessary to audit the existent practical communities working on the themes selected by the institution; this can easily come about with a research on Internet, with interviews to agents operating in the sector, with protagonists of the same practical communities.

Once a list of the existing communities is established, it has to be put at the institution's disposal to be able to point out the characteristics of the communities, how long they have existed, the results achieved and anything else of interest for the experiment.

4. Research of the activities of interest on the territory

Again in parallel with the developed activities preparatory to the planning and experimenting, a work group will carry out a short audit of the activities on the selected themes already developed on the territory. The aim is to put into evidence the key external agents which can constitute a precious resource for the project and the experiment. Also this activity, mainly based on interviews to deciders and key-agents, will produce a list to be put at the institution's disposal during the preparatory phase of the experimentation. Furthermore, this activity will facilitate contacts with persons who could be invited to participate to the planning phase with GOPP methodology.

2. DEVELOPMENT AND APPLICATIVE STRATEGIES IN THE AREA OF PLANNING

In the area of planning of the Model DI.SCOL.A. the following activities are developed:

1. Assent of the teachers to the practical communities of interest
2. GOPP laboratory based on with multi-activity and sharing starting from the results of the previous phase

1- Assent of the teachers to the practical communities of interest

The teachers who show their interest in one or more themes and are willing to adhere to a Community of Practice on line on the chosen theme, can declare their decision to the community so that the institute can organise the planning activity through a GOPP session.

2- GOPP methodology

The GOPP (Goal Oriented Project Planning) method is characterised by the following elements:

1. ***Planning is oriented towards the goals and not towards the activities.*** This means to avoid that any pre-constituted interests might exclude elements important for the success of the project. The planning of goals is based on the 'top-down' method considering all the possible sub-goals. But in planning for the activities the 'bottom-up' method is used: from the activities (often suggested by experts among those of their pertinence) to the goals.

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2. *Co-operative planning*, defined with the collaboration of the key-agents and of the final users of the project, so that the final result is shared and answers the real problems of the receivers.
3. *The identification of the fundamental components of the project (targets, results, activities) is carried out during one or more workshops*, of a duration which varies from one to two and a half days, with the participation of the key-agents under the management of an external moderator, who is neutral towards the debated subjects and any interest at stake.
4. *The identification of the project develops in two sequential phases: the analysis phase and the planning phase.*

The first foresees four steps:

- analysis of the key-agents;
- analysis of the problems;
- analysis of the goals;
- identification of the spheres of intervention.

The second foresees two steps:

- choice of the spheres of intervention;
- identification of the project by means of an instrument called LOGIC FRAME.

The advantages of the application of this methodology, which makes use of the group animation techniques of the METAPLAN² method, consist in:

1. a wider and better vision of reality deriving from the analysis of a group;
2. a more exhaustive individuation of the problems due to the collaboration of key-agents connected with the planning theme;

² **Metaplan, Metaplan technique** or simply **card technique** is a system for collecting ideas (or Creativity technique) when a group of people are working together. The method was initiated by Eberhard Schnelle in Hamburg, Germany. Apart from the simple visual technique as exemplified, the method covers the performance of discussion butlers, known as moderators, as well as the structure of thinking processes within the context of group work. To become a highly experienced moderator, versed in the complexity of organizational problem solving and innovation, takes many years and interaction at the most senior levels of organizational decision making. There are however many practitioners who operate at the lower levels to facilitate discussion using the simple starter tools as the example describes hereunder. All people in the group write down ideas which came into their minds, one idea on one card. In the Brainstorming process it is important that ideas are not judged. Then all cards are collected and fixed on a pin board affixed with a sheet of brown paper. Only now the ideas are processed. The cards are organized according categories and may show new results of which the single persons were not aware.

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3. a closer participation and taking on of responsibility of the key-agents who have shared the planning choices with the group;
4. time-saving in the identification of the project.

The organisational aspects of each phase of the workshop follow:

2.A. ANALYSIS**Analysis of the key-agents**

The key-agents, apart from the teachers, students and parents, are the representatives of the involved Institutions and Organisations and are willing to contribute to the planning of projects aimed to improve and develop the situation. It is clear that a workshop based on the GOPP system, foresees the previous individuation of the key-agents before it starts (a particularly delicate task), as the absence of any representative essential to the project, could compromise its realisation.

During the workshop the moderator must render transparent the interests of each key-agent and also make clear the contribution that each member can give or receive during the session.

Analysis of the problems

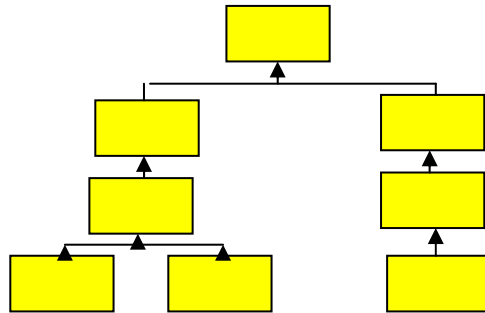
At the beginning of the workshop the moderator invites the key-agents (among whom, as already said, are the receivers) to write down five problems (i.e. negative situations synthetically expressed) on the themes of the debate. In comparison with the traditional planning method, where the analysis of needs prevails – meaning subjective desires – the GOPP method starts from the problem, that is from an objective negative situation. A fairly common inclination of people is to express the problem in terms of:

- lack of, so prefiguring the solution of the problem;
- personal evaluations;
- generic or over complicated statements.

The moderator then must initially invite those present to formulate each problem in correct and simple terms. Once each key-agent has written his five problems, the moderator invites each member to write on a yellow card the most important problem of the five, to be written in a maximum of five-six words. The yellow cards are then pinned up on a board on the wall and, once the coincident ones have been eliminated, those present are invited to complete the formulation of the problems adding cards with the other problems among the five which are not included among the indicated ones. In this way the group makes known all the situations

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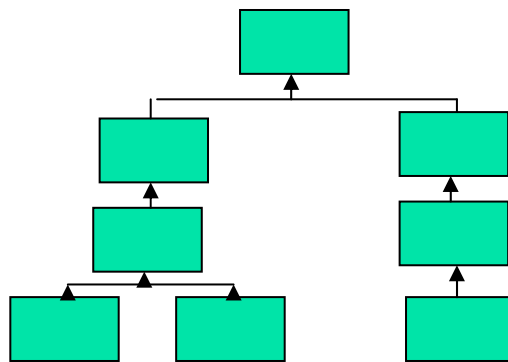
which, in his judgement, are negative for the subject of the debate. The moderator then, with the group, develops the 'problem tree', arranging the yellow cards according to a relation between cause and effect; starting from the bottom upwards.



Problem tree: example of structure

Analysis of the targets

From the problems tree we pass to the targets tree, indicating each problem on a yellow card, a solution written on a green card, which represents the transposition in positive of the negative situation. The moderator must then discuss with the group the relation between cause and effect in the target tree, agreeing on the necessary modifications.



From problem tree to target tree

Identification of the areas of intervention

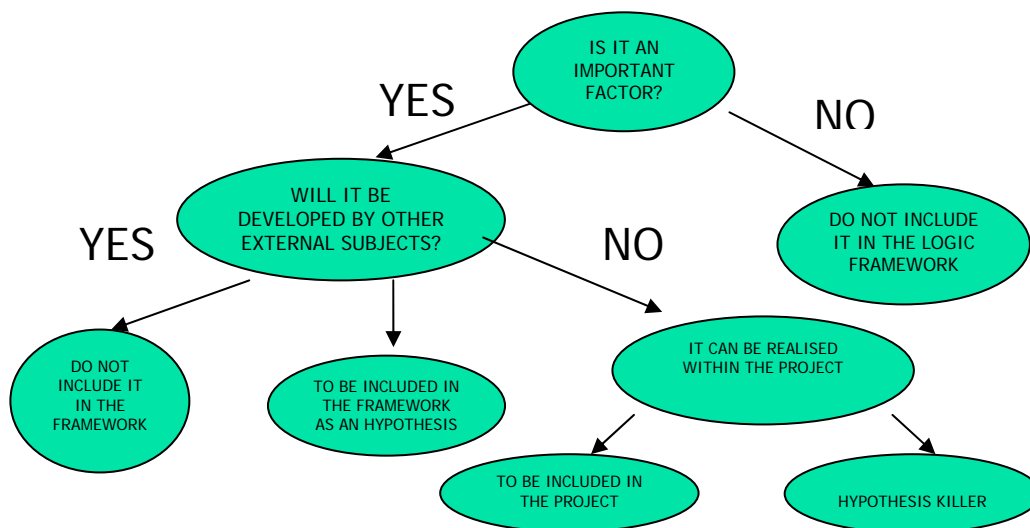
From the target tree the group can proceed, with the guidance of the moderator, to associate the targets within homogeneous areas with the aim of finding the necessary competences to reach them. It can be possible to trace, for instance, the training area, the orientation area and so on.

2.B. THE LOGIC FRAME



Choice of the areas of intervention

Once the areas of intervention are individuated from the target tree, the group, requested by the moderator, must choose the areas of intervention of the project, because the area is suitable to the technical and institutional competences of the group, it is of strategic interest and/or human and financing resources are available for development and/or a solution must be found urgently. Some of the areas will be excluded from the project but this will be considered during the planning phase.



Identification of the project with an instrument called LOGIC FRAMEWORK

The logic framework, utilised by the GOPP method, is a planning matrix which allows to visualise effectively the elements of a project.

The framework has four levels which from the bottom upwards are linked by a cause and effect relation and are strictly connected to what was developed in the targets tree.

LEVELS	DEFINITION	SIGNIFICANCE
GENERAL TARGETS	The long term benefits which the project will allow to achieve	Why is the project important for the community?
SPECIFIC TARGET	The benefit obtained through the services foreseen by the project	Why do the receivers need it?
RESULTS	The services which the receivers obtain from the project	Which services are guaranteed to the receivers?



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ACTIVITIES	What is done in the project to guarantee the supplying of the services	Which activities are developed to supply the services?
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The activities lead to the results, which permit the achievement of the aim of the project, which allows to attain the general objectives. These last are the long term benefits which the project will contribute, with other factors, to achieve for the community in general and not only for the direct receivers. These objectives can be more than one.

The specific objective, also called the aim of the project, which will opportunely be one, represents the benefits which the receivers will obtain from the services foreseen in the project.

The results will represent the services which the receivers will obtain from the activities foreseen by the project.

The activities are the actions which will be activated within the project to supply the services necessary for the receivers.

THE LOGIC FRAMEWORK is then a planning instrument.

In its columns some elements deduced from the target tree are then present: logic of intervention in the first column, indicators in the second, the sources of control in the third and the hypothesis in the fourth.

	Logic of intervention	Indicators	Sources of control	Hypothesis
GENERAL TARGETS				
SPECIFIC TARGET				
RESULTS				
ACTIVITIES				

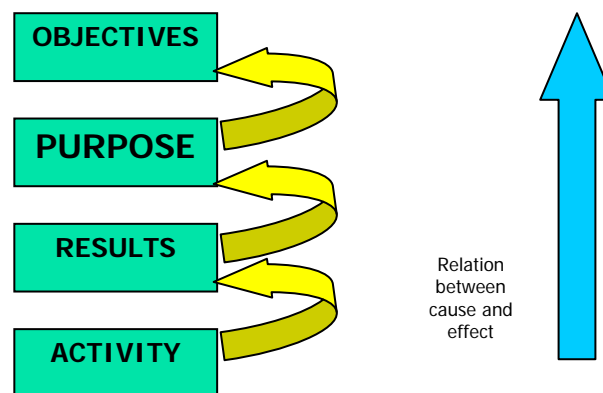
- Passing from the target tree to the logic framework, the moderator will invite the group to identify the aim of the project among the objectives listed in the tree, and then to write it on a yellow card. Normally, the specific objective is represented in the target tree at the highest hierarchical level.



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- The moderator will successively invite the group to identify the general objectives from the target tree, to write them on green cards and put the cards above the specific objective of the project in the logic framework.
- Successively, the moderator will invite the group to identify as results those objectives which lead directly to the aim of the project on the target tree and to write them on a red card. Those which the project will realise (because they belong to the chosen intervention areas) will be collocated in the logic framework on a line, one beside the other, under the specific objective, whereas those which belong to the areas of intervention not selected will be brought out of the logic framework and will become external conditions.
- The group then considers as activities those objectives which, in the created tree, lead to the already mentioned results; they are written on a white card and put under the relative results.
- Successively the group faces the problems relative to the external conditions, belonging to the areas of intervention not considered by the project. Each condition is tested with a specific algorithm of analysis to verify its impact on the project.



Once the logic framework is completed – utilising that which emerges from the target tree, for the selected areas of intervention and the dangers coming from the conditions external to the project (discarded areas of intervention) – it is then possible to define the indicators in the column of the logic framework which allow the observation of the reality in the moment when a result is achieved or an activity is developed. Usually, these indicators are variables, or reference values or reference times or target groups. They must be pointed out to allow an objective assessment of what the project foresees at the various levels of the logic framework.



3. DEVELOPMENT AND APPLICATIVE STRATEGIES IN THE AREA OF THE TRAINING PATHS

3.A. LEARNING COMMUNITIES AND COMMUNITIES OF PRACTICE

The basic paradigm of Communities of Practice is that of *learning as a social interaction*. This concept underlines the "facilitating" dimension deriving from the interaction process.

A community, constituted by a team of individuals, becomes a Community of Practice when a mutual commitment for the realisation of a common interest appears: each member negotiates his role and the way to play it within the community, this is the starting point for the forming of the individual identity and to achieve a common target. Communities of Practice (CoP) are social spaces, to be considered as meeting places, physical or virtual, able to produce, manage and distribute knowledge; within the new enlarged context, knowledge begins and feeds on sharing, exchanging and participating in social and cultural practices already existing within groups of individuals. The birth of a practical community comes from the necessity for education oriented towards the carrying out of a task and the construction, through the sharing of objectives and practices, of a common identity.

Within the Communities of Practice the class is considered as a place, or preferably a space, where everybody can play different roles, exchanging duties and responsibilities. Everybody learns, learning new things, debating their knowledge, acceding to new information, utilising new media and communication devices, debating with the others the acquired knowledge, doubts, ideas and projects. Anybody can teach, thus sharing their knowledge, explaining to the others and informing them of their achievements and discoveries, and trying to demonstrate the validity of their opinions. Within this theory emerges the "facilitating" dimension peculiar to social interaction process.

A community cannot be a Community of Practice unless some characteristics are evident. First of all, the interaction within a community must be based on the sharing of interests; belonging to a Community of Practice is then a pact of reciprocal commitment which characterises the community itself. It is consequently necessary to develop an identity coming from the sharing of interests and, above all, from the devotion and loyalty of the members towards the community; this condition permits the community to acquire a common knowledge and allows all members to learn from each other. A joint undertaking is a collective process of negotiation which undoubtedly clarifies the significance of the complexity of a reciprocal commitment. Finally, the presence of a group of resources and shared practices which result from a continuous informal and dialectical debate placing personal experiences at the community service. The expanding process of resources can also be neither conscious or intentional, but simply spontaneous as a consequence of the social relations



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among the members. Which are the components which keep together a community and allow to cultivate it ? Which can be the operational criteria ?

The participation in events, for example, improves the awareness of being part of a group; to accept the authoritativeness of the leader helps to individuate any possible problems and how to solve them; to be interconnected by an intense exchange of messages helps the community to develop the feeling of being a social body; to plan within the community opportunities which may boost its growth through specific actions, reinforces the sense of membership.

A final discourse for the outcomes of the shared work, so-called artefacts: when a group becomes a community, the possibility to develop real artefacts is a visible factor of the sense of affiliation. We can for example imagine a *prototype* for a group of students of a Technical School, we can also imagine a *publication* for a community of amateurs of a particular kind of music or on literature for grammar school students, we can further imagine an original *instrument* finalised to help the students preparing for the leaving certificate of secondary school, to find their post-diploma path created by the members of the community through live meetings or on line opinion exchanges.

It is evident that the technological evolution multiplies the contact opportunities, defining again the time and space perception which binds communication; the virtual environment, as the real environment, is the place where the interaction is shaped, even if in the complexity of the media elements; the cyberspace connects the minds and drives information, knowledge, behaviour, procedures and states of mind. Which is then the cornerstone of the facilitation process ? It is the system of the "Legitimate peripheral participation" (LPP). On the basis of this logic, even the peripheral members of the group, the youngest and inexperienced, are fully legitimated by the affiliation to the community, to *share resources and experiences*, to participate in the debates, and interact on the same level with the more experienced members.

All this allows the younger age groups to develop a real cognitive apprenticeship.

3.B. APPLICATIVE STRATEGIES IN THE AREA OF THE TRAINING PATHS

In the area of the Training Paths of the Dynamic Model DI.SCOL.A. the following activities are realised:

1. *Development of community training on the themes of interest*

This development is strictly linked to the project/s which the institution has defined during the previous phase. It is then incorrect to define the path a priority that the participating community wants to follow during the pilot project. However, it is preferable to support the process by means of the following action:



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- work constantly to guarantee the integration between what is developed in the Community of Practice and what is developed in class;
- avoid any rivalry among groups of teachers who work with interest in a Community of Practice and those who do not participate, putting at everybody's disposal the results attained by the Community of Practice: thus creating a continuous osmosis of information within the school;
- strengthen the activity by using it to advantage the teachers who do not participate in the Community of Practice to avoid the natural conflicts which arise when the work is not shared by all. Also in this case it is necessary to promote opportunities of exchange of experiences, materials and contributions of everyone to the development of the project.

2. *Research-action in class on the themes and on the problems arisen from the context*

One of the possible ways to transfer what is done in a Community of Practice on a theme which is of interest for a part of the students and the teachers is to activate a process of research-action within the class or classes. This process has the following characteristics:

- active participation of all the components
- equal dignity of all the components
- be in a context with reference to the class and the school
- create a circle of the activities among hypothesis – verification and modification of the hypothesis
- reflection on what happens
- systematic action

It is clear that this process can be activated only for a part of the curricular path: that which covers the selected themes of interest which allowed the adhesion of the correspondent Communities of Practice.

A model of continuing training for the teachers is a rule or a plan which can be used to guide the formation path and the modules of the training programme. Rules or plans which are related to the conceptions on education and training.

The basic principles of this model are:

- The importance of the training paths developed in the schools and bound to the efforts made to improve the institution of the centres.



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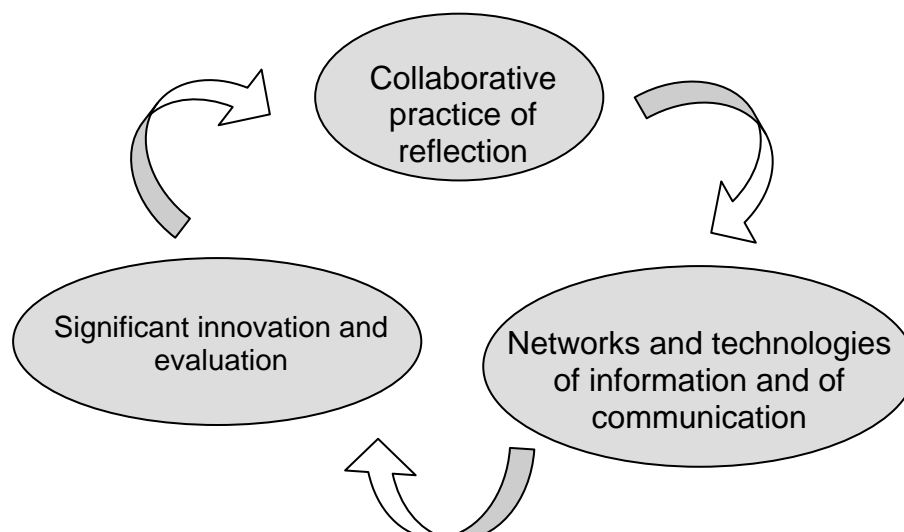
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- The participation of the teachers as facilitators for each other and as planners, together with the administrators, of the training activities.
- The collaborative reflection, the self-tuition, the communication and the several ways to realise the individual and group training.
- The document of the realisation protocol for the teachers, to be implemented at the moment of the choice of objectives and of training activities by means of training itineraries.
- The strategies of demonstration, supervision and transferring utilised to make the training concrete, useful and limited in terms of time.
- The Community of Practice, to which one can turn when a specific practice or innovation make it necessary.

The model DI.SCOL.A. requires a continuing training which develops a process of improvement of knowledge referred to the accomplishment, the strategies and to the attitudes of whom works in the school. The prior aim of the model is to favour the students learning through the improvement of the teaching activity.

The importance of the training model for the continuing training of the teachers implies the relationship among the most relevant aspects (*the macro-dimensions of the dynamic Model DI.SCOL.A.*) as:

- (a) collaborative and reflective practice;
- (b) significant innovation and evaluation;
- (c) networks and information and communication technologies.





A. Collaborative and reflective practice in teachers' training

Reflection is intended as an act which includes intellectual processes like: reasoning on recent successes, thinking about what is being done during an action, including in this the process of deliberating referred to the conceptions and ethic value of the realisation and evaluation of the coherence of the programme of selected actions for the aims to be achieved.

The collaborative and reflective practice consists in helping the teacher to consciously develop his practical-personal knowledge, bearing in mind that this determines the actions of the teacher. It is a matter of training teachers to be able to analyse and understand the influences which come from the social structures, so that they and their students can interpret and understand their own actions.

The collaborative and reflective practice is oriented towards the interpretation and comprehension of the reality of social life. The practical meaning of the knowledge which is produced by this form of collaborative reflection practice is the possibility of harmonising conceptions, communication and orientation of the action. The training of teachers analysed through this form of collaborative reflection and the clarification of the assumptions, the expectations or the pre-concepts and the axioms which dominate the actions. The meanings of the actions, as they are interpreted by trainers, students and teachers, are converted into the object of the knowledge and into the criteria of validity of the propositions. The last aim of this form of collaborative reflection is to determine how worthwhile the proposals are and to finalise the actions through the individual experience, based on moral values and on the understanding of the context.

To develop methods of reflective dialectical and collaborative abilities implies conceiving teaching as a complete activity and of change which allows multiple interpretations to be realised by means of communicative actions specific to the needs, the interests, the motivations, the expectations and the interpretations of the participants.

B. Significant innovation and evaluation

Innovation implies a dialogue with the reality and the elaboration of new arrangements and reorganisation; one must think again about the idea of knowledge and its educational dimension. We all live in a changing world, which obliges us to re-think everything and re-plan the educative spaces.

It is urgent to revise the ways of thinking, re-define concepts and re-orientate practices for a new sense of timing which implies intervening in a committed way.

From this point of view, the evaluation is conceived as an opportunity to identify, compare and elaborate fundamental points of view of the conceptions, the value and the results of the educative practice.



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Evaluating significantly consists in creating the elements of analysis to compare opinions and versions on reality and express one's own position on the uncertainty of knowledge.

The conception which is expressed here is the notion of significance of experience and of competence which goes beyond the mere understanding of the messages linked to the content or the instrumental values which they can achieve in the educational practice. Significance refers to the fact that the passage from the teaching and learning process to 'being a teacher' must be a product of negotiation between assistants and teachers; it is linked to the significance that the teachers ascribe to their professionalism and capacity. In this way a debate where all the terms are explicit, including those of the abilities and control of the curriculum, must be realised; also the understanding of what is considered as 'problems' resides in the mutual understanding of what the problem means for assistants and teachers.

The "solution" is then achieved through agreement as, with the active participation of all the protagonists of the training path, the significance of the solution is constructed through the interaction of the significances of the participants to the action of teaching-learning. The dialogue is a common reflection on the conceptions of what has happened, it is a closer examination of the experience of all participants; it means talking, generating matters and sharing possibilities of interpretation through the interaction of the meanings which are produced.

C. Networks and information and communication technologies

The actions through which teaching and learning are realised are communicative actions and, for this reason, the needs, interests, motivations, expectations and interpretations of participants (teachers and students) intervene. As a consequence, teaching is a social phenomenon of communication and dynamic exchange, a live system where the elements are defined by means of the exchange and the system is a consequence of the active participation and in part autonomous (not predictive) of the elements which participate in the communication.

The competences achieved by the teacher must help him to acquire communicative abilities and sensitivity for the interpretation of the complex and ambiguous events; to analyse his own scheme of significance and the document which allows the understanding of the teaching reality; to analyse dilemmas and contradictions of the practice and understand, by means of an active document, the conformation of the teaching reality, to summarise, to reflect.

It is evident that these skills can be acquired only through practice. It will then be necessary that the procedures and the strategies of competence include some activities where these abilities can be practised.



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These abilities must allow the teachers to link their own ideas to the convictions of the pedagogical knowledge available and to the reality of teaching. Therefore, the debate and the deliberations around the collaborative reflective dialogue must be structured.

Methodologically, this collaborative reflective dialogue can be developed through active listening: committing oneself to research the subjectivity of the others and be open to the matters of the conceptions expressed by them. Through deliberation, the words which reveal the concepts must be searched and the mutual comprehension is a means of enrichment. Nevertheless, the collaborative reflective dialogue is not a simple conversation; it is *to be-in the-world* with others through language and experience. In the dialogue it is accepted that the acquisition of the elaborated available pedagogical knowledge (for instance, the decisions with reference to the planning and developing of the curriculum: its aims, contents, strategies, instruments) can only be significant in the context in which the teachers and students are living.

The teacher must understand the importance of acquiring the technology in the learning process. Nevertheless, the problem of the integration of ICT (Information and Communication Technologies) in teaching mainly derives from the limits of the education sciences on technological matters. It is undisputable that ICT offers many opportunities of communication in and outside the classroom, nevertheless teachers are often reluctant and resist against their educational use in the school. The collaborative work on a network can produce learning communities beyond the school walls. To integrate these aspects requires an expansion outside the classroom which demands new ways of thinking, planning and organising curricular content.

To favour the virtual communication presupposes the organisation of the information, the creation of new work environments, and to facilitate the research of information, to stimulate the dialogue with other cultures from many different aspects.

Training paths in the Dynamic Model DI.SCOL.A.

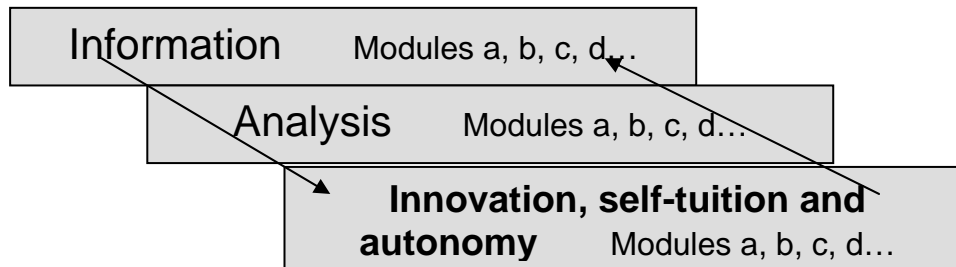
The itinerary of the training path is characterised, in the continuous training, by several **stages** which must be considered flexible and not rigid as it is impossible to establish the itineraries of the progression of the training, as they are completely cyclical and fluctuant. On general lines, three stages of the training paths can be individuated:

- The stage of information
- The stage of analysis
- The stage of innovation, self-tuition or autonomy



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The first stage is that of Information, characterised by the conceptual elements, by establishing training procedures and strategies to achieve the necessary information – transmission of new aspects, which imply the *knowledge of the problems* of new learning. At this stage people adapt to depending on who leads, co-ordinates or moderates the training process.

The second stage is that of the Analysis, characterised by the theoretic-practical reasoning, from the use of concepts on the practical use of knowledge for a determined praxis, on procedures and strategies which can possibly be shared with other people and lead to an *analysis of the new problems*. At this stage, people are partially dependent on who moderates, leads and co-ordinates the activity.

The third stage is that of the Innovation, Self-tuition and Autonomy, where people, through the comparison of ideas and knowledge, look for *solutions to problematic situations* by means of the realisation of didactic itineraries.

The use of the above model develops educational paths within an action programme characterised by the necessity of integrating **emerging themes** which the same teachers experiment in their daily practice at school and in the social context where they operate.

To take into consideration the emerging themes means creating educational paths which integrate the social, scientific and technological world with the school and that which links them to the problems of the present world, otherwise they risk remaining out of context, thus producing a permanent fracture among theory, practice and reality.

From this prospective, the opportunity for teachers to create new itineraries of action which allow them to face one of the biggest challenges of the present century is offered: to go beyond the fragmented educational curriculum (this is present in the majority of the schools where teaching is through the areas: language, mathematics, science, ...) and teach on the basis of the integration of the above mentioned emerging themes which, through the diversity of languages and used technologies, can teach to the students of today how to take conscious decisions and develop a critical vision of the reality.



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This is a way of teaching which opens up new opportunities of critical reflection on complex themes such as the multicultural, multi-languages, multi-alphabetisms issues which go beyond the homogeneous notions which have ruled over the XX century. Nevertheless, it is a further opportunity for studying and analysing different itineraries of history, geography, language... etc. which approach new forms of teaching, consolidating a common attention to the fact that a group of people (teachers, families and other social operators) can share and promote values and practices typical of a *learning citizenship*.

In this way, the teaching training can be conceived as a reference point for those who are involved in the educative processes and in the social context, and who are able to interpret and understand the complexity and the contradictions which teaching and learning imply. From this point of view, the training itineraries cannot be intended as the transmission of basic skills or the planning of generic objectives, external to the real needs of participants, without a profound reflection on the flexible and dynamic connection amongst the three above mentioned stages. **The training paths of teaching training of the Dynamic Model DI.SCOL.A. are characterised by the acquisition of the ability of individuating knowledge as a result of social interaction, plural and put into context.**

To direct the professional practical activity through this conceptual opening, implies avoiding the reduction of the educative paths to the mere achievement of objectives formulated outside ones own educative-didactic activity. Nevertheless, not even the practical activity alone can indicate what has to be shown in the educative paths, at the moment when the rules of behaviour seem insufficient and the circumstances are unstable and uncertain, 'little things' can determine the educative action. The professional practice also presupposes to practise a system of values to express in the small situations, which imply dilemmas or choice of interests or when the actions can create social repercussions beyond personal aims.

Therefore, the practice of teachers is based on unitary values which are not the aims and objectives of the professional exercise without the acquisition of concepts which express the values which permeate and manifest themselves during the professional activity.

The value of knowledge, with its possibility of investigating the reality, always in search of the deepest forms of understanding which comprehend the possibility of turning knowledge into its problematic aspects and accepting that knowledge is itself problematic and debatable, generates a pedagogic attitude which allows teachers to re-think and interpret the knowledge during its transmission and not only reproduce it.

It is important to consider these aspects as part of a relation-system, where the elements are not isolated, so those aspects can continuously construct and renew themselves by means of their constant connection.



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In this manner, the education paths which include the emerging themes are in their turn models for the educative-didactic practice in the classroom and are expression of the culture intended as a group of different kinds of knowledge, values, instruments and rules which allow going beyond the traditional and obsolete forms of teacher training, which still persist, characterised by the fraction and the de-contextualisation of reality, as they split:

- the knowledge based on the personal experience from the professional experience of the teachers
- and consequently de-contextualises from the real and experiential situations, generated by its own teaching process, in the context of the teaching formation.

The training of teachers based on this concept becomes the centre of the future of teaching professionalism which allows creation of new practices, to construct new networks and, above all, to bring different ideas which emerge from its own identity.

The Planning Area of DI.SCOL.A. dynamic model can be represented as in the following scheme:

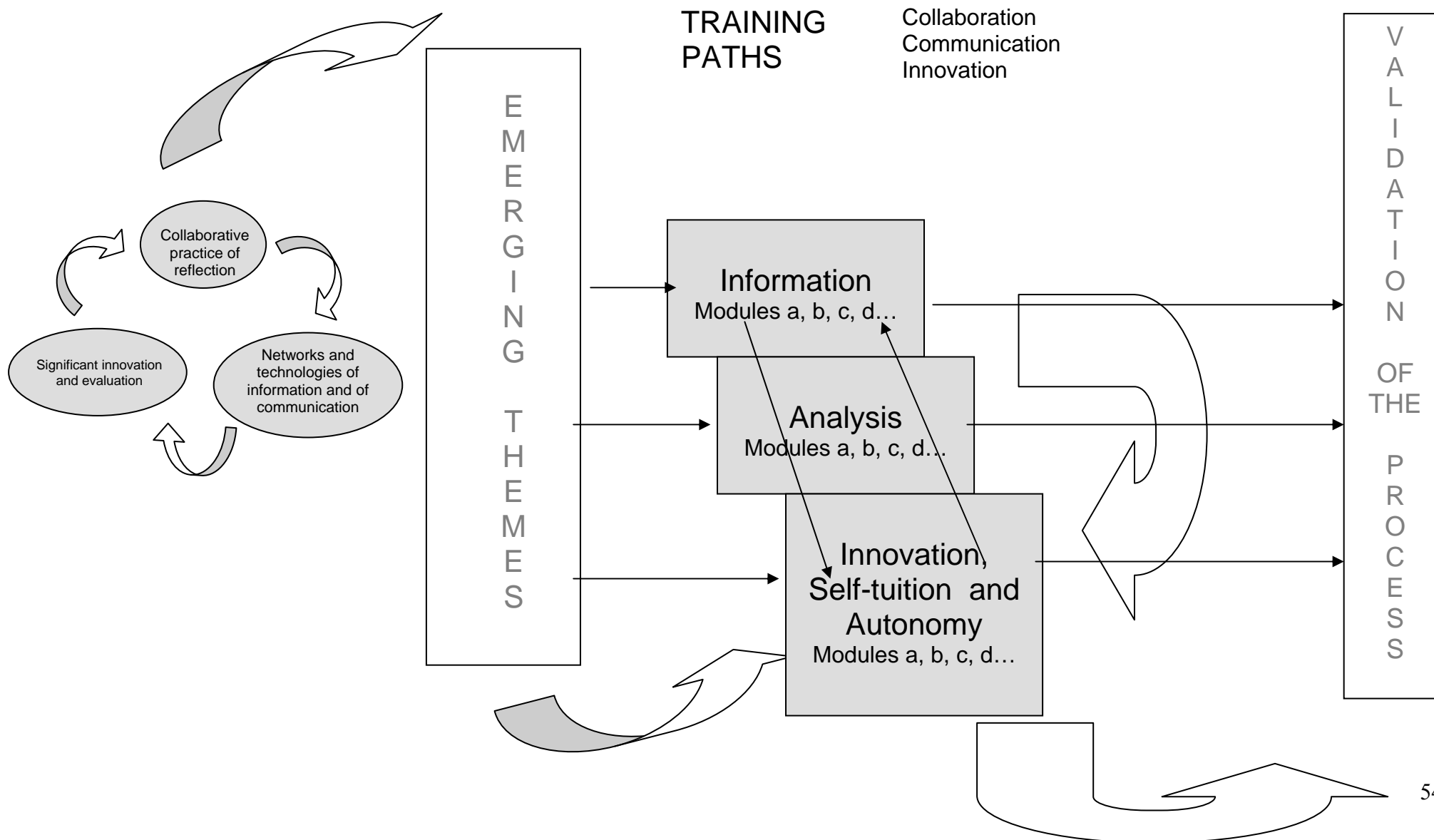


Istruzione e cultura

Leonardo da Vinci

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4. DEVELOPMENT AND APPLICATIVE STRATEGIES IN THE AREA OF EVALUATION

In the area of evaluation the following activities are developed:

- Evaluation of the results of the training and of research in each Learning Community
- Re-planning of the initial training after the feedback

4.A. EVALUATION OF THE PROCESS

The Evaluation of the process is influenced by the use of the model of the European Foundation for Quality Management (EFQM), which will be used for the following aspects:

- 1) "The Model EFQM for excellence is a not prescriptive reference framework which recognises the plurality of approaches to pursuit an excellence sustainable in the time ...; ... it then offers a considerable freedom of interpretation, for the strategies to be applied to each Public Body."
- 2) The model EFQM is an *interpretative model* for any organisation, through which one can read the existing relations and dynamics. At the same time, it also is a **method of self-evaluation**, useful to understand the position of its own organisation on the path towards excellence. At last, it is a valid *instrument for the continuing improvement of the organisations* themselves, within the logic of a virtual circle comprising evaluation, analysis, approaches and results.

According to the Model EFQM, self-evaluation is the first step of an organisation towards Excellence (in the Dynamic Model DI.SCOL.A. it is identified as Quality). It consists of the understanding of the own position, through the individuation of the critical areas and of the major assets. It then follows the choice of appropriate actions for the improvement to be implemented and diffused according to well defined and shared approaches. It is periodically repeated, as an instrument of awareness and improvement along the time. Putting in place the adequate instruments and acquiring the culture and the practice of self-evaluation, becomes then an inevitable step towards an organisation able to learn and move towards Quality.

The dynamic Model DI.SCOL.A. is in agreement with the Model EFQM as far as the first point is concerned and in the use of the methodology of self-evaluation for the continuous improvement of the quality of the organisation (in this case the organisation is the "teachers' training"). The Dynamic Model DI.SCOL.A. has the aim of improving the quality of the teachers' training in every school institution without privileging comparisons of Excellence, but encouraging relations of "virtual" collaboration on networks. Thus, the DI.SCOL.A. Dynamic Model pursues different objectives and has a different missione from that of the EFQM model, even though it uses the same five factors in the process evaluation.



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The Dynamic Model DI.SCOL.A. uses the **GOPP Workshop** as an instrument for the methodology of self-evaluation in the phase of the evaluation of processes of the training of teaching proficiency, which is carried out according to the following five *factors*:

- Leadership
- Management of the personnel
- Politics and strategy
- Partnership and resources
- Processes.

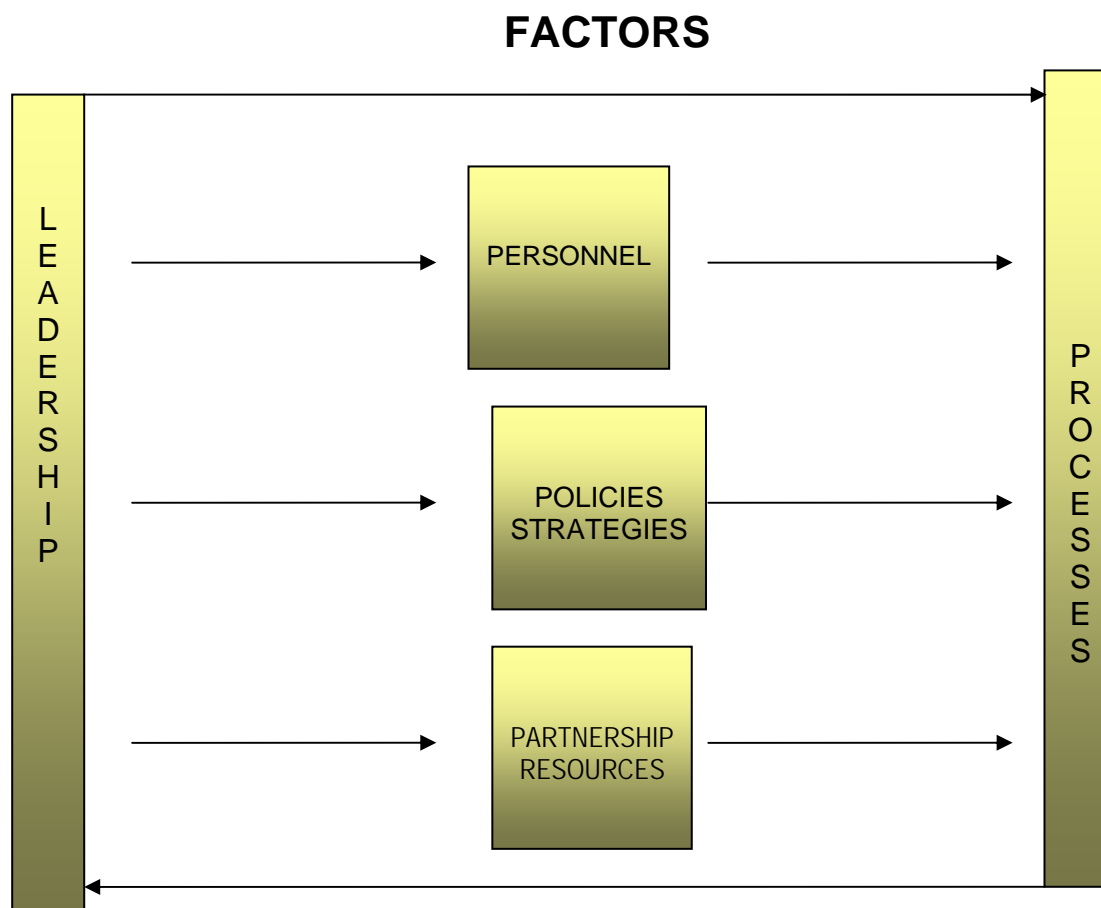


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EVALUATION OF PROCESS



INNOVATION AND LEARNING

1ST Criterion: Leadership

This factor indicates how leaders:

- define the *mission* and the *vision* of the organisation, especially in relation to the activities of training
- interact with clients and stakeholders, especially for defining and leading the training activities
- manage the personnel
- promote the change and excellence of the organisation, through opportune training activities

2nd Criterion: Policies and strategies

This factor indicates how the organisation:

- collects and analyses information on the professional competences of the teachers and on the needs of the pupils
- cross checks the results of the investigations with the training needs and the social requests
- involves the personnel in the definition of both strategic and training plans and objectives

3rd Criterion: Personnel

This factor indicates how the organisation:

- manages and plans the human resources
- involves the personnel in the elaboration of the plans
- individuates and classifies the competences and the knowledge of the personnel, also activating suitable training initiatives
- involves the personnel in the activities
- encourages and rewards the personnel

4th Criterion: Partnership and resources

This factor indicates how the organisation:

- researches and manages the partnerships, especially to strengthen its training activities
- manages the financial resources, especially allotting funds to invest in training activities for the personnel
- manages the technology, the instruments and the material resources, especially to help the training activities

5th Criterion: Processes

This factor indicates how the organisation:

- plans the assignment of the training activities
- identifies, plans and keeps under control the processes of planning, assignment and verification of the activities
- distributes the services according to the needs of the clients; in particular proposes training activities according to training needs
- maintains relations with the clients

4.B. EVALUATION OF THE RESULT

The macro-indicators of the evaluation of results in the dynamic Model DI.SCOL.A. are:

- 1) Collaborative and cooperative learning
- 2) Concrete results
- 3) Evaluation
- 4) System logic
- 5) Meaningfulness and Significance
- 6) Produced Innovation

These indicators guide the evaluation of the results achieved through the realisation of the dynamic Model DI.SCOL.A. **Each single result does not necessarily cover all the indicators.** In the following table the indicators and the elements described in the grid are listed:

- 1) **Collaborative and cooperative learning:** the cooperative learning model and a training in a practical community amongst teachers should be preferred.
- 2) **Concrete results:** the training has produced concrete results (from a qualitative and quantitative point of view):
 - a. in the training of teachers
 - and/or
 - b. in the didactic activities in class.

It is necessary to introduce data to substantiate and demonstrate the achievement of concrete results. For example, a course is directed to a large number of teachers, e.g. 60.000, and the results achieved are documented by the changes in the procedure of the teachers' management of the class teaching. With the purpose of demonstrating concretely the achievement of this objective (good practice), it is necessary to identify a specific school or group of teachers where the didactic methodologies have been changed and to present both the global experience and the specific training.

- 3) **Evaluation:** the focus and the attention paid to the evaluation (how, when, what has been evaluated, which instruments, who has been involved, etc.)
- 4) **System Logic:** the training to be shared should not be episodic (e.g. a limited group of teachers have an experience whose results are not shared by the rest of the training community and/or there is no impact on the micro and macro levels).
- 5) **Meaningfulness and Significance:** the course should be important and significant at national, regional and local levels with respect to the aims of the DI.SCOL.A. project.
- 6) **Produced Innovation:** the training should be in relation to the context of reference, to the education system, to the technologies, methodologies, etc., in order to produce top-down or bottom-up innovation.

Part 3

VALIDATION OF THE DYNAMIC MODEL DI.SCOL.A.

APPLICATIVE PATHS OF THE MODEL VALIDATED IN 7 COUNTRIES

ELABORATED BY:



WITH THE CONTRIBUTION OF THE PROJECT PARTNERS

<u>Parte 3 – VALIDATION OF THE DYNAMIC MODEL DI.SCOL.A.</u>	61
<u>Chapter 1 – Protocol for the validation of the dynamic Model DI.SCOL.A.</u>	61
1. Validation Protocol - AUDIT AREA	61
2. Validation Protocol - AREA OF PLANNING	64
2.A THE WORK INSTRUMENTS FOR THE REALIZATION OF THE GOPP LABORATORY	64
3. Validation Protocol - AREA OF THE TRAINING PATHS	67
4. Validation Protocol - EVALUATION AREA	70
4.A. EVALUATION OF THE PROCESS	70
4.A.1. Intermediate evaluation gopp	70
4.B. EVALUATION OF THE RESULTS	75
4.B.1. QUESTIONNAIRE FOR THE EVALUATION OF THE DI.SCOL.A. DYNAMIC MODEL	77

Parte 3 – VALIDATION OF THE DYNAMIC MODEL DI.SCOL.A.

Chapter 1 – Protocol for the validation of the dynamic Model DI.SCOL.A.

For the validation of the dynamic Model DI.SCOL.A. it is necessary to follow the protocols included in the following paragraphs of this publication.

It has to be specified that the validation of the dynamic Model DI.SCOL.A. must be carried out by teachers currently in service in the secondary school and generally teaching or having taught to classes of students from 14 to 16 years old. These criteria are binding in the selection of the teachers for the validation of the dynamic Model DI.SCOL.A.

Furthermore, it is useful to keep in mind that

- the training subjects should essentially consider the teaching methods and/or the organisational procedures and, generally, they must be oriented towards the development of teaching proficiency, avoiding the aspects of contents of the specifically taught discipline;
- the training uses, at least partially, the information and communication technologies and/or the web, to be considered as technological instruments rather than object of the training.

1. Validation Protocol - AUDIT AREA

The protocol of validation for this area foresees the distribution of an audit-card to the teachers with students between 14-16 years old, during a first meeting of one hour with all the teachers for preliminary information on the project and its aims.

The audit-card will be withdrawn within a week after the initial meeting and the results relating to the available teachers and the themes of interest will be evaluated.

During the second week the existing learning communities will be individuated on the themes suggested by the teachers (those most indicated) and the activities of interest on the territory on the same themes will be researched.

At the end of this phase the outcomes will be: a list of teachers willing to participate in the validation, a list of those willing to collaborate with the organisation and a list of themes and learning communities.

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<i>Activity</i>	<i>Who</i>	<i>How</i>	<i>When</i>	<i>Addressee</i>	<i>Outcomes</i>
Choice of the general themes of interest for the institution	Project team	Report-card	First week	Experimenter Teachers	Index-card listing the selected themes
Analysis of internal resources availability of teachers	Manager + project team	Report-card	First week	Experimenter Teachers	Index-card listing the available teachers
Audit of the Communities of Practice on line on the themes of interest	Project team	Interviews to key-agents Research on internet	Second week	Experimenter Teachers	List of the Communities of Practice for each selected theme of interest
Audit of the activities of interest of the territory	Project team	Interviews to key-agents	Second week	Experimenter Teachers	List of the activities of interest of the territory

Audit-card for teachers

<i>Teacher</i>		
<i>School</i>		
<i>Subject taught</i>		
<i>E-mail</i>		
<i>Scholastic year</i>		
<i>Training themes of interest for a teacher professionalism oriented to the prevention of scholastic wastage</i>	1	
	2	
	3	
	4	
	5	
	6	
<i>Availability to participate to a telematic FORUM.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> NO
<i>Availability to join a learning community on one or more of the indicated training themes.</i>	<input type="checkbox"/> Yes	<input type="checkbox"/> NO

2. Validation Protocol - AREA OF PLANNING

In the area of planning the Goal Oriented Project Planning (GOPP) Method is utilised in workshops where, starting from each selected theme of interest, the intervention is planned in such a way as to be:

- clear about the involvement of each member of the Community of Practice in terms of time, space and tasks
- clear in defining the line of each discipline with reference to the theme in terms of contents to be developed, targets to reach and learning to be accomplished
- clear in defining the roles of the teachers who are willing to participate in the Community of Practice and their involvement in terms of time, method and space
- clear about the relationship between the experimenter teachers and the teachers who do not participate and also the way to integrate the results achieved in the community with what is normally developed in the school curriculum.

At the GOPP sessions – led by a facilitator (who can be extraneous to the debated subject and to the project) – participate from 15 to 25 persons. The group has a multi-acting composition and includes: experimenter (or not) teachers (4-6), experimenter (or not) students (4-6), parents (2), manager (1), representatives from the university and from research centres (2), representatives of working women and men (2), representatives of secretaries or caretakers of the school (1), others which the institute considers important for their participation and contribution (2-4).

Each session lasts one day, which can be divided into two half days, and the outcome is a shared plan of intervention.

2.A THE WORK INSTRUMENTS FOR THE REALIZATION OF THE GOPP LABORATORY

What has to be prepared in advance

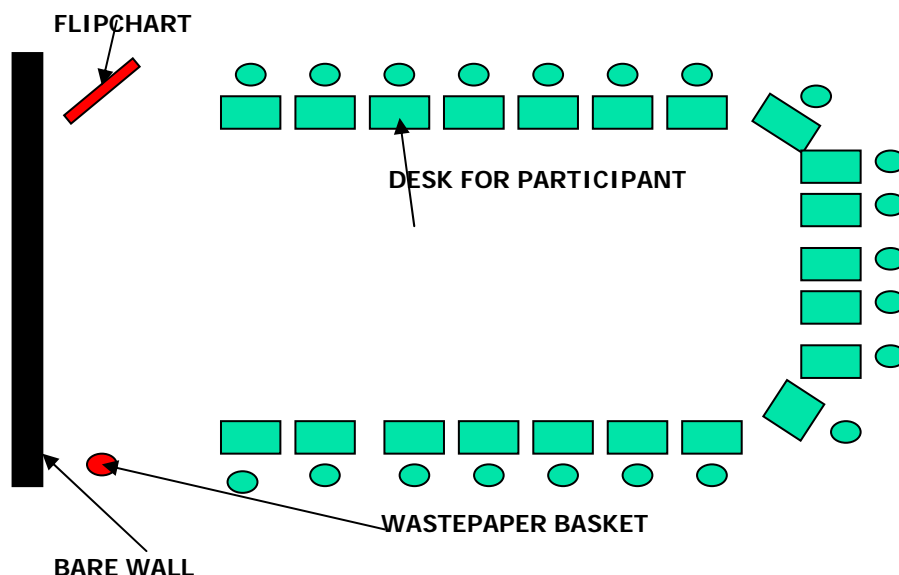
■ NECESSARY MATERIALS

- 10 SHEETS (1X1.5 MT) OF BROWN PACKING PAPER
- 100 YELLOW CARDS (10X21 CM)
- 100 GREEN CARDS (10X21 CM)
- 100 PINK CARDS (10X21 CM)
- 100 WHITE CARDS (10X21 CM)
- 30 FELT PENS: BLACK, LARGE STROKE
- 5 FELT PENS RED AND BLUE
- ONE ROLL OF SELLOTAPE
- 10 GLUE STICKS

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■ THE SCHOOL ROOM FOR A GOPP SESSION



■ A MATRIX FOR THE ANALYSIS OF THE KEY-AGENTS

ANALYSIS OF THE KEY-AGENTS	ORGANISATION	EXPECTATIONS
1	1	1
2		
3		
.....		
N		

- WRITE IN BIG BLOCKLETTERS
- DO NOT WRITE MORE THAN THREE LINES
- WRITE ONLY ONE PROBLEM FOR EACH CARD

WHAT TO DO DURING

IN GENERAL

- Create a participative climate
- Be neutral with reference to the theme
- Help the group to progress
- Guarantee a feeling of equality to all
- Be concrete in the results
- Utilise an action logic
- Make transparent the interests of the key-agents
- Manage the conflicts in a neutral way

FOR THE ANALYSIS OF THE PROBLEMS

The facilitator helps the group to identify a problem as a:

- REAL condition experienced by who expresses it
- OBJECTIVE condition based on concrete situations
- NEGATIVE PRESENT condition but not as a solution
- CLEAR condition
- SPECIFIC condition

THE WORK TOOLS

- The technique for leading a debate:

1. THE OPEN OR CLOSED QUESTIONS

Closed questions – answer **yes** or **no**

Open questions:

for example, in the analysis of the key-agents:

- What do you expect from this session ?
- Do you think that the proposed aim can satisfy your expectations ?

for example, in the analysis of the problems (in the case of incorrect formulations):

- What happens in reality ?
- Which problem is solvable by ... ?
- Why has this to be considered a problem ?
- How can the receivers have an advantage ?
- Can you make a concrete example ?
- What is X unable to sort out ?

2. THE ACTIVE LISTENING (the 'catch the ball', the parroting)

- Listen attentively to what a participant is saying
- Show your attention and interest to what is said through facial expression
- Use sentences of the kind: *if I am not wrong, you are saying that ...*
- Repeat and summarise the point of view of each member using his own key-words
- Ask confirmation to who spoke if the summary made is correct
- Ask the group if the summary is clear
- Make use of visualisation

The **catch the ball** and the parrotting techniques are, for the facilitator, fundamental in leading a group

The **catch the ball** consists in catching the moment when the group achieves clarity in a debate and in expressing a synthesis

The **parrotting** consists in repeating the speech of a participant with open questions and by asking confirmation of the synthesis

ADVANTAGES

1. The visualisation on paper of many indications allows a general vision and an easier management
2. It allows understanding of the link between cause and effect among the various elements
3. It allows having the contribution of the whole group
4. It allows to focus the speeches on synthetic elements

Activity	Who	How	When	Receivers	Results
TRAINING	TUTOR	LEARNING COMMUNITY: FORUM	TWO WEEKS	TEACHERS	TRAINING ON THE SELECTED THEME

3. Validation Protocol - AREA OF THE TRAINING PATHS

The protocol for this area foresees a session of community training development with at least 20 experimenter teachers who wish to be trained on a selected theme.

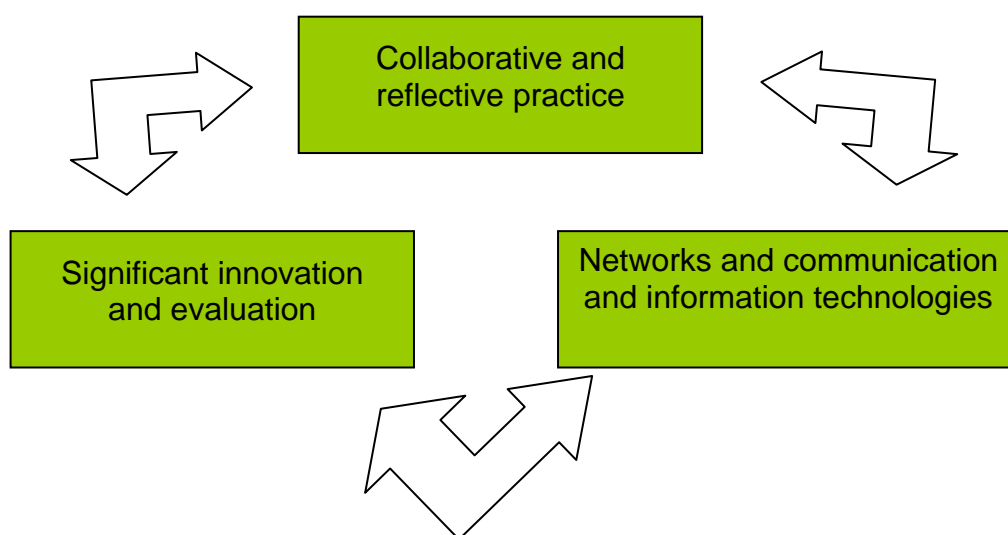
The training is developed according to a formative itinerary and the modules agreed by the learning community and it is co-ordinated by a teacher-tutor who, at the end of the session, must guarantee the achievement of the general objectives, the specific objective of the training project, the results and the activities foreseen for the achievement of the results. The development session occurs after the two foreseen weeks for the area of auditing and that of planning.

As a first step, it may be worthwhile to activate only one learning community on a general theme which may involve teachers of several disciplines. It is evident that if one wants to proceed to training on more than one theme, it is necessary to have carried out the same number of modules and training paths with the participant teachers as the themes to be activated:

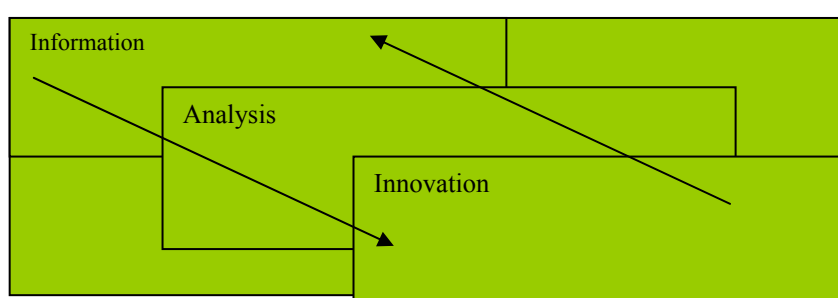
The points to be developed in the protocol are:

1. choice of a training theme among those emerged from the initial auditing (it is preferable to choose a common and general theme instead of a theme strictly linked to a specific discipline)
2. adherence of the teachers who wish to be trained on a theme chosen among those available
3. adherence of the teachers to the European learning community constituted among the schools of the several partner Countries

4. first session of information on the functioning of a learning community, the training paths based on the reflective and collaborative practice, the innovation and significant evaluation and on the web and information and communication technologies.



5. the launching on the web of the training theme and the first information elements on it
6. analysis of the theme within the learning community and the deepening of the theme itself through the case analysis to be debated on the web
7. pointing out of the elements of innovation on the thematic and development of operative itineraries for their experimentation at school



8. self-evaluation of each teacher by means of a card, distributed by the tutor, of the acquired elements of training
9. debate within the learning community on the general and particular results achieved.

The development of training requires that the learning community is on-line and answers not only for the individual achievements but for the validity of the training procedure of the Model DI.SCOL.A. These elements are fundamental to modify and validate the model through the elements of reality emerged.

CARD FOR TRAINING IN LEARNING COMMUNITY

Area of training paths – DI.SCOL.A. Dynamic Model

<i>Teacher</i>			
<i>School</i>			
<i>Subject taught</i>			
<i>Contact e-mail</i>			
<i>Scholastic year</i>			
<i>Training themes currently under study and brief description of training activities, of their validity and significance with respect to the educative action.</i>	1		
	2		
	3		
	4		
<i>Websites of Learning Communities and Communities of Practice to which you are participating and notes about the developed activities and achieved results in terms of processes and products.</i>	1		
	2		
	3		
	4		
	5		
	6		
<i>Telematic forums to which you are participating, themes under discussion, improvements achieved in the didactic practice.</i>	1		
	2		
	3		
	4		
	5		
<i>Availability to participate to a Community of Practice, working on some of the indicated training themes, during the next year.</i>	<input type="checkbox"/> YES	<input type="checkbox"/> NO	

4. Validation Protocol - EVALUATION AREA

4.A. EVALUATION OF THE PROCESS

The planning group of each institute can follow the planning evolution arranging sessions of intermediate evaluation through the **GOPP methodology** applied to the evaluation of the project with the intention of bringing out those aspects (re-planning of the initial training) on which it is better to intervene on route to reach the agreed aims.

4.A.1. Intermediate evaluation gopp

WHAT TO DO IN ADVANCE - THE PREPARATORY PHASE

OBJECTIVES

- To analyse the actual situation of development of the project in every school where an intervention has been planned
- Collect data on the various activities in course or defined
- Furnish the data to the key-agents of the direction cab
- Prepare the work materials for the seminar

Action 1: Analysis of the situation	
WHO	■ Facilitator with the school principal and manager for the project
WHEN	■ At least 15 days before the GOPP intermediate evaluation
HOW	<ul style="list-style-type: none"> ■ Interviews to the people in charge ■ e-mail
OUTCOME	■ A paper report on the general situation

Action 2: Data collection	
WHO	■ Facilitator with the manager for the project and those in charge of the activities
WHEN	■ From 15 days before the <i>GOPP intermediate evaluation</i> to two days before
HOW	■ Questionnaires
OUTCOME	<ul style="list-style-type: none"> ■ Project of each activity ■ Macro-indicators analysis: Leadership, Management of the personnel; Policies and Strategy; Partnership and Resources; Processes.

Action 3: Communication

WHO	■ School principal and project manager
WHEN	■ Two days before the <i>GOPP intermediate evaluation</i>
HOW	■ e-mail
OUTCOME	■ Reply from the key-agent

Action 4: GOPP preparation

WHO	■ Facilitator
WHEN	■ Day before the <i>GOPP intermediate evaluation</i>
HOW	■ Reconstruct the Logic framework of the project
OUTCOME	■ Board with the logic Framework of the project ■ Chart with the process macro-indicators

WHAT TO DO DURING THE GOPP DEVELOPMENT PHASE

OBJECTIVES

- Analyse the development situation of the project with respect to the activities carried out
- Analyse the development situation of the project with respect to the process macro-indicators
- Evaluate the strong and weak points
- Define the probable correcting actions

THE INITIAL PHASE

WHO	■ Facilitator
WHAT	■ Illustration of the GOPP objectives
HOW	■ Group discussion

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OUTCOME	<ul style="list-style-type: none"> Shared objectives
---------	---

<i>Phase 1 of Analysis</i>	
WHO	<ul style="list-style-type: none"> Facilitator
WHAT	<ul style="list-style-type: none"> Analysis of the key-agents
HOW	<ul style="list-style-type: none"> Presentation of each agent
OUTCOME	<ul style="list-style-type: none"> A page with the synthesis of the agents and expectations

<i>Phase 2 of Analysis</i>	
WHO	<ul style="list-style-type: none"> Facilitator
WHAT	<ul style="list-style-type: none"> Presentation of the Logic Framework Presentation of the chart with the process macro-indicators
HOW	<ul style="list-style-type: none"> Group discussion
OUTCOME	<ul style="list-style-type: none"> Shared logic framework Shared chart with the macro-indicator

<i>Phase 3 of Analysis</i>	
WHO	<ul style="list-style-type: none"> Facilitator
WHAT	<ul style="list-style-type: none"> Strong and weak points
HOW	<ul style="list-style-type: none"> Yellow and green cards
OUTCOME	<ul style="list-style-type: none"> Actual project realised

<i>Development phase</i>	
WHO	<ul style="list-style-type: none"> Facilitator

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WHAT	■ Plan of actions
HOW	■ Group discussion
OUTCOME	■ Actions to be made ■ Modified Logic Framework ■ Updated macro-indicator chart

FOR EVERY **ACTIVITY** OR GROUP OF ACTIVITIES, ONE MUST DEFINE:

ACTION	PERSON IN CHARGE	DURATION	OUTCOMES

FOR EVERY PROCESS **MACRO-INDICATOR** OR GROUP OF PROCESS MACRO-INDICATORS ONE MUST DEFINE:

ACTION	PERSON IN CHARGE	DURATION	OUTCOMES

PREPARE A FILE CARD FOR THE INTERMEDIATE EVALUATION

ACTIVITY	DATE
RESULTS EXPECTED	
PROGRESS REPORT	
RESULTS ATTAINED	
POSITIVE ELEMENTS OF THE PROCESS	
POSSIBLE OBSTACLES AND PROBLEMS	
ACTIONS TO BE AVOIDED	
GENERAL OBSERVATIONS	



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4.B. EVALUATION OF THE RESULTS

The project group of each school can do the evaluation of results attained by means of the DI.SCOL.A. dynamic model, making all the participants to the training paths fill the questionnaire showed below.

Using such a questionnaire, one can learn and evaluate if

- teachers have been satisfied by the participation to the training activity,
- teachers have given an active contribution to their own learning process,
- the learning objectives have been reached and the expected result have been produced,
- teachers have applied new knowledge and competences developed during the learning experience in the didactic with their student.

Before using the questionnaire, it is useful:

- to wait for the overtaking of the "enthusiasm" phase,
- to wait for the teacher to return to a normal rhythm,
- to follow the scheduled implementation and functioning steps,
- consider the "forget time", which are normal with respect to the training received,
- consider the psychological time required for the development of new abilities.

The used questionnaire is inspired to the **Kirkpatrick Evaluation** (2000)³, which is considered as one of the most popular for the analysis of the evaluation process.

The Kirkpatrick model is structured on 4 levels:

- **LEVEL I: Reaction and satisfaction** of answer to the question: *"Did you enjoy the activity you participated to ?"*, which tries to determine how formative participants considered the activity. In other words, participants' opinions about the training theme, the process and results are requested.
- **LEVEL II: Learning**, which answers the question: *"Did participants reach the objectives during the training activity ?"*, with the goal of determining to what extent the participants developed the learning objectives assigned to the training activities and what knowledge (theoretical, behavioural and technical) they acquired during the training programme.
- **LEVEL III: Behaviour, application and transfer**, which answers the following question: *"Which positive changes in the working performance of participants may depend on the training programme ?" – "Are they using the developed competences in their own job ?"*, with the goal of determining if the participants transferred in their work practices the abilities and the knowledge acquired in the training activity and then indentifying those variables which might have concern the result.
- **LEVEL IV: Results**, which answers the question: *"Which is the operative impact ?" " What incidence of the training programme on the activities of the organization ?"*, these questions are useful to understand the operative impact produced by a training action. In other words, which are the benefits for the organization (e.g. improvement of quality).

The following table summarize what said.

	Satisfaction	- Adapt the training to one's own needs and expectation: expectation evaluation.
	Learning	- Determine the achieved learning: ex-ante, process, ex-post and control evaluation.

³ Donald Kipatrick (2000) *Evaluación de acciones formativas, los cuatro niveles*. Ediciones Gestión 2000, España

EVALUATION	Pedagogical Adjustment	- Determine the level of internal coherence of the training process, from the pedagogical point of view: corrective evaluation of the programme.
	Transfer	- Find put the changes in the work place, as consequences of the training: effects evaluation.
	Impact / Performace	- Effects of the training action on the educational institution: evaluation for the system quality assessment.

The questionnaire of the DI.SCOL.A.Dynamic Model uses the following macro-inidicators:

- 1) Collaborative and cooperative learning
- 2) Concrete results
- 3) Evaluation
- 4) System logic
- 5) Meaningfulness and Significance
- 6) Produced Innovation

The macro-indicators of the DI.SCOL.A. Dynamic Model can be compared to the level proposed in the Kirkpatrick Model, more or less, in the followin way:

DI.SCOL.A. Model	Kirkpatrick Model
Collaborative and cooperative learning	Learning
Concrete results	Performance
Evaluation	Pedagogical adjustment
System logic	Impact
Meaningfulness and Significance	Satisfaction
Produced innovation	Transfer

The questionnaire has been built adding the suggestions of the Kirkpatrick Model to those of the questionnaire elaborated by I.S.P.E.F. for the evaluation of its own training courses.

The macro-indicator "Evaluation" includes the pedagogical adjustment together with the quality of the organization of the the training course, of the formative proposal and of the development of the chosen subjects.

The consequent result is the following:

4.B.1. QUESTIONNAIRE FOR THE EVALUATION OF THE DI.SCOL.A. DYNAMIC MODEL

Using the Questionnaire, you are able to communicate your opinion about the developed course. It is important to fill the Questionnaire in correctly in every part, in order to have information about the quality of this formative proposal.

Place and date				
Name				
Institution				
Training Course				
Scholastic year				
1)	You have attended the course	always <input type="checkbox"/>	often <input type="checkbox"/>	More than <input type="checkbox"/> half
How do you consider your participation ?				

2) Global course evaluation				
a)	The corse level has been	simple <input type="checkbox"/>	appropriate <input type="checkbox"/>	difficult <input type="checkbox"/>
b)	The developed activities have been	simple <input type="checkbox"/>	appropriate <input type="checkbox"/>	difficult <input type="checkbox"/>
c)	The pace of the corse has been	slow <input type="checkbox"/>	appropriate <input type="checkbox"/>	fast <input type="checkbox"/>

3) The corse satisfied you expectations ?

(sign one of the following values with a cross)

(1) At all (2) Little (3) Enough (4) Much (5) Completely

4) Describe what you liked most of the course

.....
.....
.....

Describe what you liked less of the course

.....

.....

.....

5) Did you reach the objectives of the course ?

.....

.....

.....

6) Which subject would you have wanted to elaborate in depth ?

.....

.....

7) Evaluation of specific aspects of the course (sign one of the following values with a cross)						
(1) low (2) insufficient (3) sufficient (4) high (5) very high						
a)	Precise formulation of the objectives	1	2	3	4	5
b)	Activity organization	1	2	3	4	5
c)	Clear information	1	2	3	4	5
d)	Use of practical example	1	2	3	4	5
e)	Interest stimulated by the formation	1	2	3	4	5
f)	Interest stimulated by the subject	1	2	3	4	5
g)	Effective answers for your work	1	2	3	4	5
h)	Meaningfulness of the formative experience	1	2	3	4	5

8) Give an evaluation of the on-line work

.....

.....

.....

9) Where, how and when did you work with your colleagues and with the participants on the subjects of the training ?

.....

.....

.....

.....

10) Which improvement did the course produce in the working performance ?

.....

.....

.....

11) Describe the results you are obtaining using the developed competences.

.....

.....

.....

12) What is the impact of the training course on the scholastic organization results ?

.....

.....

.....

13) How would you like the course to evolve next year ?

.....

.....

.....

14) How did the course change the socio-cultural context and/or in the school network which organized it ?

.....

.....

The correlation between the macro-indicators for the evaluation of result of Di.SCOL.A. dynamic model and the answers to the Questionnaire is showed in the following table:

MACRO-INDICATORS	QUESTIONS Included in the <i>Questionnaire for the evaluation or results of the DI.SCOL.A. Dynamic Model</i>
Collaborative and cooperative learning	Questions n. 5 – 6 – 9
Concrete results	Questions n. 10 – 11
Evaluation	Questions n. 2 – 7 – 8
System logic	Questions n. 13 – 14
Meaningfulness and Significance	Questions n. 1 – 3 – 4



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Produced innovation	Questions n. 10 – 12
---------------------	----------------------

Obviously, the analysis of the answers may be useful to catch important indications for all the macro-indicators, not only for that one of reference.

For instance, the question n. 10 – 11 – 12 are useful both for the macro-indicator "Concrete result" and for the macro-indicator "Produced innovation".

CONCLUSIONS

The Council of Lisbon and the objectives of the Declaration of Copenhagen traced an ambitious path to be completed within 2010: *build an European educative space, promoting the quality of the formative institutions (Schools, Universities, Research Centres) and reducing consequently the scholastic wastage.*

By "wastage" we mean not only the scholastic defection, but also and above all the failed introduction of pupils in the working market and in the social world.

With this in mind, the Project **DI.SCOL.A. – The teacher professionalism to guarantee the scholastic success** developed a formative process able to lessen the scholastic wastage by improving the quality of teachers' vocational training of secondary schools and. Thus, it intended to contribute

- to introduce elements of quality for the scholastic training;
- to conduct a study and an experimental research about the methodologies and the innovative strategies by which the teachers can improve the pupils' scholastic success;
- to elaborate and validate a Dynamical Model of Teacher Professionalism Formation.

The end of DI.SCOL.A. has been to promote in teachers, with 14-16 years old students (when higher is the percentage of school wastage), the acquisition of new competences in the teaching methodologies, in order to contribute to build a common european educative space and to satisfy the need to learn of teachers.

After an accurate analysis of cases (part 1 of the book), a Case Bank has been realized, which will remain as European Documentation Archive on different experiences and experimentations of Best Practices of teachers training, about cases of scholastic success. This European Documentation Archive, placed on the website www.discola.org, will be enriched during the next years by other experiences and studies, contributions and experimentations researches and it will hopefully become a real point of reference to an european and international level.

The next step has been to think, elaborate, define and build the DI.SCOL.A. dynamic model (part 2 of the book), which has the following characteristics:

- a simple structure, easily shareble, transferable and repeatable for schools from Bulgaria to Spain, from Ireland to Greece;
- training processes characterized by autonomy, flexibility and dynamism, always considering the cultural and educative ecosystems of each country and of each social context which will be implemented in; as matter of fact, in the first area of Audit, teachers are free to chose the training themes and in the next area of Planning the teachers themselves elaborate the project;
- easily to use tools, respectful of the characteristics of sharing, significance and innovation, able to fastly detect the needs, to plan and perform the training paths and to evaluate processes and results;
- an engine, like the sared planning od the GOPP (Goal Oriented Project Planning) Laboratory, which makes the Model move in an effective and active way, according to the complexity and the uniqueness of each scholastic environment;
- an innovative way to carry the training paths out, working in Community of Practice and Learning Community, which let teachers learn cooperatively and collaboratively, by means of a shared networked reflection about the training activities and processes;
- a pedagogical route, immediately readable and relevant in the implementation and development of the training paths;
- clear, definite, effective and meaningful quality indicators and criteria to evaluate the processes activated during each phase of training, in order to implement the needed adjustment during the development and to evaluate the produced reuslts according to the rules of the scientific documentation and of the best practice.

The DI.SCOL.A. Dynamic Model defined is showed at the end of this conclusion.

The final step has been the validation of the DI.SCOL.A. Dynamic Model (part 3 of the book).

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The validation phase has given some useful operational suggestions to a concrete and effective application of the model. The following conclusions have been reached:

- the model has been validated by means a definite procedure,
- some concrete examples of application of the model have been produced,
- a first seed of an European Community of Practice about the Scholastic Wastage has been drop.

The development of DI.SCOL.A. project has been a powerful effort of involvment of scholastic insitutions, universities and research centres:

- of 7 european countries (Belgium, Bulgaria, Greece, Ireland, Italy, Romania, Spain),
- with an involvment to a different grade and with different tasks of the 14 partners (the validity and relevance of the scientific level of their research and training can be understood by visiting their websites; URL in the cover),
- of 536 teachers which works in 57 secondary schools.

This group of teachers represents a first embyo of an European Community of Practice on the theme of training in service of teachers in order to diminish the scholastic wastage or, saying it better, to favour the formative success of the students. As a matter of fact, everyone, even though involved to a different grade and with different tasks, shared the DI.SCOL.A. Dynamic Model elaborated and experimented and expressed an opinion on some aspects.

The first result of this process is a validated model, not only because produced by a trans-national partnership which has guaranteed the scientific quality oc actions, paths and products, but also because the model itself has been analysed and discussed/experimented by its first users, the teachers.

Closing this document, we want to stress that the teacher who have participated to the diffusion forums active during the last month of project development (september 2007) have given an important input: share and activate concrete actions in order to further promote the model and to apply it within different european scholastic insitutions.

We strongly hope that all these efforts do not dispel and that the DI.SCOL.A. Dynamic Model can really accomplish its own task: improve the Fromation of Teacher Professionalism and lessen the school wastage.

This moment, far from being the end of the project, it is the beginning of a new engagement that make what invented really applicable.

FAUSTO PRESUTTI
Presidente I.S.P.E.F.

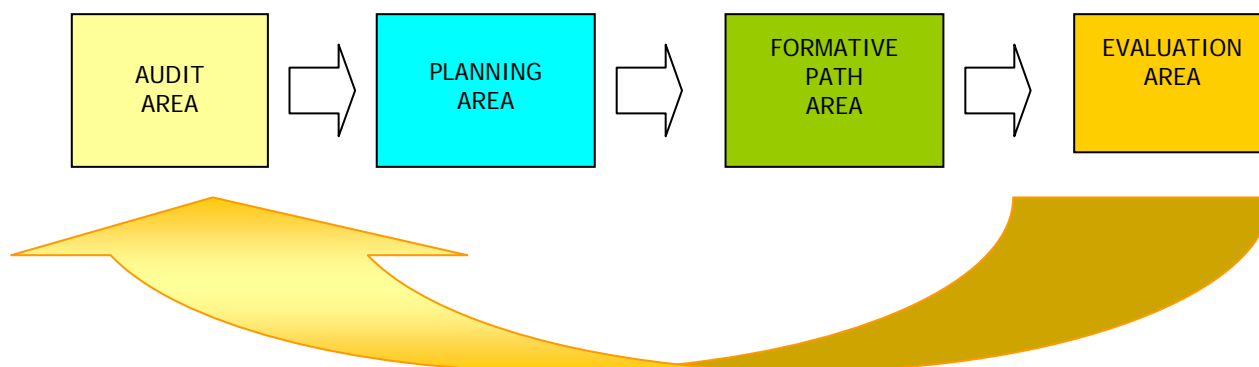
Fausto Presutti



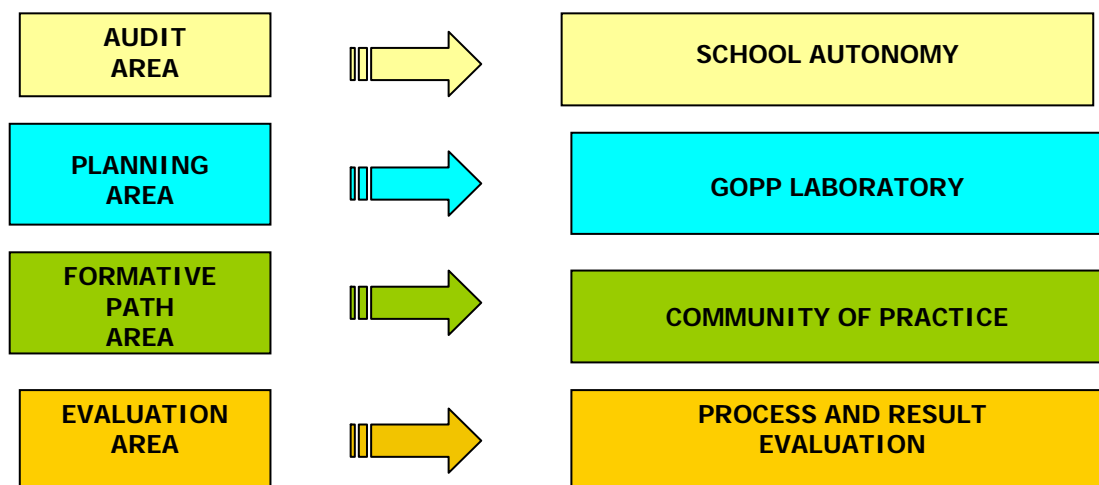
DI.SCOL.A. Dynamic Model

The Dynamic Model DI.SCOL.A. which emerges from the above mentioned considerations, foresees the realisation of four educational areas of the teaching proficiency, in 4 interconnected phases in a cyclic and hierarchic way:

1. Audit of resources area
2. Projecting area
3. Training paths area
4. Evaluation area



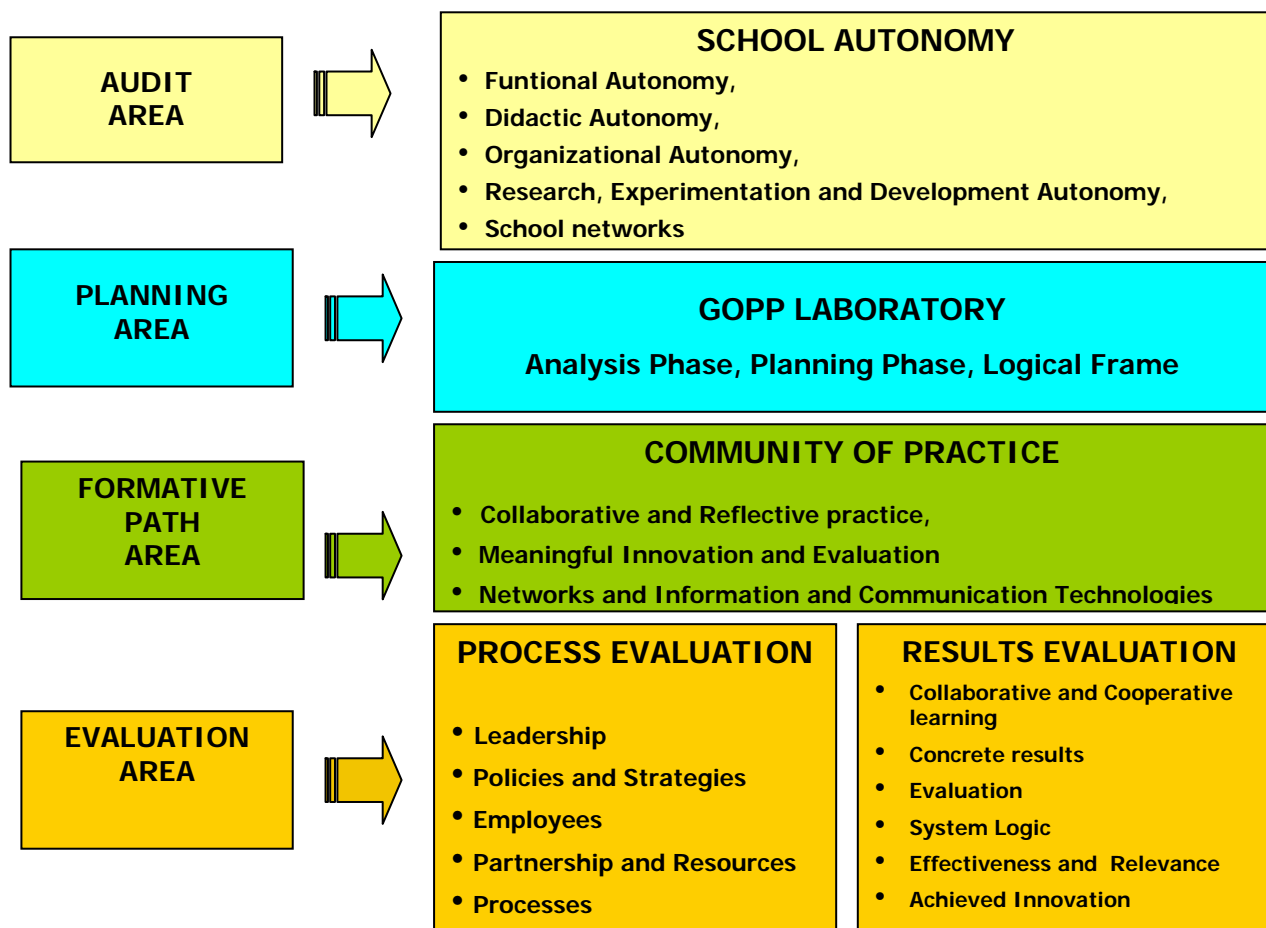
The four phases of the DI.SCOL.A. Dynamic Model are characterized by the following **METHODOLOGICAL STRUCTURE**:



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The metodological structure is developed as follows:



In the following page a general scheme of the model is given, together with a brief description of the characteristics and the structure of each single phase.



Leonardo da Vinci

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3.A. DI.SCOL.A dynamic model: general scheme

